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ABSTRACT

The RN Data Project is an extension of Phase I of the Baccalaureate Nursing Data Project of the American Association of Colleges of Nursing. Constituting Phase II of the project, it is designed to offer national data about RN (registered nurse) baccalaureate nursing education with the hope that such information will be of value and interest for academic and administrative planning for the nursing profession at large. Data were collected from February to May of 1987 from deans and RN students and from August to December of 1987 from RN graduates. Also, selected data were collected about generic programs. Questionnaires for deans were mailed to 606 baccalaureate nursing programs. The six sections of this report focus on: characteristics of participating baccalaureate programs; characteristics of the 1987 student RN sample; recruitment, admission requirements, retention, and enrollment and graduation statistics of RN/BSN (bachelors of science in nursing) students; course requirements and curriculum; characteristics of faculty members; and employment trends and issues. The findings from all surveys and comparisons between respondent groups are included. Comparisons are also made between geographic regions and school characteristics. The greatest professional growth areas reported by RN students were research capabilities, confidence in academic abilities, and preparation for graduate school. Details about the 70 tables contained in the report are provided. Appendix A offers a background on the generic baccalaureate nursing data project. Appendix B provides statistical information on the number and type of baccalaureate programs with masters and doctoral programs by U.S. region. Sources of information about nursing programs are provided.
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RN BACCALAUREATE NURSING EDUCATION

(1986-1988)

SPECIAL REPORT

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April 1988

Baccalaureate Nursing Data Project

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**RN BACCALAUREATE NURSING EDUCATION
(1986 - 1988)**

SPECIAL REPORT

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EXECUTIVE SUMMARY

RN BACCALAUREATE NURSING DATA PROJECT (1986 - 1988) PHASE II

Background Information

The RN Data Project is an extension of Phase I of the Project, the Generic Baccalaureate Nursing Data Project (GBNDP) (Appendix A), a federal grant project funded by the Division of Nursing, HHS. The purpose of the project was to provide national data about RN baccalaureate nursing education. It is hoped that the information will be of value and interest for academic and administrative planning for the nursing profession at large. Important topic areas under each section include:

- Section I Characteristics of the 606 baccalaureate programs, funding priority and adequacy of budgets, and resources for nursing programs
- Section II Characteristics of RN students
- Section III Effective RN student recruitment and completion strategies, and 1986-87 nursing enrollment and graduation statistics
- Section IV Nursing/nonnursing course requirements; RN student professional development and level of preparedness for clinical practice; and special curriculum areas on gerontology, long-term care, and acquired immune deficiency syndrome (AIDS)
- Section V Faculty characteristics/demographics, professional development, and ratios to staff and RN/generic students
- Section VI Employment history of RN students prior to, during, and after graduation; practice issues, and educational goals

Data were collected from February to May 1987 from deans and RN students and from August to December 1987 from RN graduates. In addition, selected data were collected about generic programs, particularly about enrollment/graduation statistics and resources for generic students. The generic data are included in this report because many RN students are integrated into generic programs, and the project provided the opportunity to monitor generic data for Phase I and from all 606 nursing programs.

Sample

The questionnaires for deans were mailed to 606 baccalaureate nursing programs. See Appendix B for population and statistics sources. RN students (n=1089) were randomly selected from seniors graduating in 1987 and born in the month of September. If no students were born in September, a random numbers table was used (see Section II).

The initial mailings and follow-up mailings were used to acquire a 76% (n=461) dean response and 70% (n=759) RN student response of which 68% (n=742) were useable.

Six months following graduation, the RN student respondents were surveyed. The response rate of RN graduates was 61% (n=456). Of that group, 427 were employed as RNs and their responses were used for analysis. Questionnaires received after the collection dates were not included in the analysis.

Instrumentation

The questionnaires were developed by the American Association of Colleges of Nursing with input from a Project Advisory Committee and other nursing experts and consultants. The questionnaires were field tested for content validity, conciseness, and comprehensiveness of information needed. The Essentials of College and University Education for Professional Nursing, endorsed by the members of AACN, was used in developing the curriculum areas of the questionnaires.

Data Analysis

The statistics used included descriptive statistics; percentiles, distributions, measures of central tendency, and standard deviations; cross-tabulations using chi squares; t-tests between matched and independent groups; and analysis of variance were used. Whenever possible, regional and school characteristic comparisons were done on variables to differentiate between types of baccalaureate programs.

A comparison of the responding nursing programs shows similarity to all 606 baccalaureate nursing programs by school characteristics. Appendix B provides a list of baccalaureate nursing programs by characteristics, according to region of the country and state. Similarly, the RN students sample was similar to the population reported by deans in terms of gender and ethnic background.

In presenting the findings, tables were used whenever possible. Definitions or explanations were provided to guide the reader.

The American Association of Colleges of Nursing and the project staff wish to thank the Division of Nursing, HHS, for supporting the RN project; the deans of baccalaureate nursing programs, and their faculty coordinators; and the RN students for completing the national project surveys and providing the data for the project on RN baccalaureate nursing education.

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SECTION I - CHARACTERISTICS OF BACCALAUREATE PROGRAMS

A. GENERAL DESCRIPTION

Of the 606 baccalaureate nursing programs in the United States in February 1987, 461 (76%) deans of nursing programs responded to a American Association of Colleges of Nursing (AACN) survey about their education programs for RN/BSN students. In addition, generic student data were collected to monitor information from Phase I of the Generic Baccalaureate Nursing Data Project (1983-1986). Table 1 demonstrates that the respondent schools were representative of all schools by region of the country.

Table 1 Regional Comparison of Population and Respondent Baccalaureate Nursing Programs

Population Programs (N=606)			Responding Programs (n=461)		
Region	n	%	Region	n	%
Northeast	155	25.6	Northeast	115	24.9
Midwest	181	29.9	Midwest	146	31.7
South	197	32.5	South	141	30.6
West	73	12.0	West	59	12.8
	606	100.0		461	100.0

FACTS IN BRIEF

about

Respondent Baccalaureate Nursing Programs (n=461)

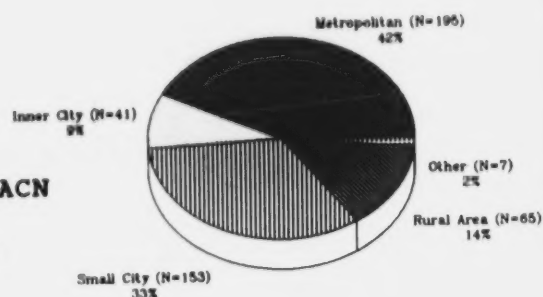
- o 71 programs (15%) were part of an Academic Health Center
- o Programs were classified as:

	n	%
School.	145	31.5
Department. . . .	184	39.9
Division.	66	14.3
College	60	13.0
Program/center. .	6	1.3

- o 316 (68%) programs were members of AACN
- o Types of nursing programs offered by responding schools were:

Type of Program	n	%
Associate	64	13.9
Baccalaureate	461	100.0
Master's	169	36.7
Doctoral	36	7.8

Geographic Location Baccalaureate Nursing Programs



The mean number of years for the existence of RN/BSN programs was 14 years. Respondent nursing programs from the RN project closely represented the national population of nursing programs for institutional type and category as displayed by the total percents in Table 2.

Table 2 Comparison of Institutional Characteristics of Population and Respondent Baccalaureate Nursing Programs

Population of Baccalaureate Nursing Programs in February 1987 (N=606)

Category	Public	Private Secular	Private Religious	Row Total
University.....	239	46	54	339
Row percent.....	70.5	13.6	15.9	55.9
Column percent.....	81.0	52.9	24.1	
Total percent.....	39.4	7.6	8.9	
Four-Year College...	51	39	169	259
Row percent.....	19.7	15.0	65.3	42.7
Column percent.....	17.3	44.8	75.5	
Total percent.....	8.4	6.4	28.0	
Other.....	5	2	1	8
Row percent.....	62.5	25.0	12.5	1.3
Column percent.....	1.7	2.3	.4	
Total percent.....	.8	.3	.2	
Column Total.....	295	87	224	606
	48.7	14.4	36.9	100.0

Respondent Baccalaureate Nursing Programs (n=461)

Category	Public	Private Secular	Private Religious	Row Total
University.....	193	38	38	269
Row percent.....	71.7	14.1	14.1	58.4
Column percent.....	83.2	57.6	23.3	
Total percent.....	41.9	8.2	8.2	
Four-Year College...	34	27	125	186
Row percent.....	18.3	14.5	67.2	40.3
Column percent.....	14.7	40.9	76.7	
Total percent.....	7.4	5.9	27.1	
Other.....	5	1		6
Row percent.....	83.3	16.7		1.3
Column percent.....	2.2	1.5		
Total percent.....	1.1	.2		
Column Total.....	232	66	163	461
	50.3	14.3	35.4	100.0

Note: In the table, the category "four year college" includes liberal arts colleges and single purpose nursing colleges. The category "other" included consortium schools and external degree programs.

B. ADMINISTRATIVE STRUCTURE

Forty-eight percent of the deans indicated they reported directly to the vice-president or provost, 36% reported to the dean of a school or college of which nursing is a part, 3% reported to the chancellor, 2% reported to the president and 11% reported to other individuals. The two major areas in which deans perceived that they had final decision-making responsibilities were progression, and graduation and admission of students. Promotion and tenure of faculty were the two areas deans perceived having the least decision-making responsibility.

Table 3 Deans' Perceptions about Level of Decision-Making Responsibilities for School of Nursing (n=461)

Area	Final Decision by Nursing		Advisor to the Administration		Submitted to Administration for Approval	
	n	%	n	%	n	%
Progression/graduation of students.....	388	84.2	12	2.6	57	12.4
Admission of students.....	373	80.9	47	10.2	33	7.2
Curriculum changes.....	271	58.8	7	1.5	171	37.1
Budget expenditures.....	222	48.2	31	6.7	204	44.3
Hiring/firing staff.....	201	43.6	47	10.2	205	44.5
Hiring/firing faculty.....	137	29.7	37	8.0	281	61.0
Planning for new programs..	87	18.9	26	5.6	342	74.2
Promotion/tenure.....	26	5.6	93	20.2	333	72.2

Note: In all categories, there were some missing data.

As can be seen in Table 4, deans reported that faculty representation on institution-wide committees and routine meetings for all deans were the most effective activities in increasing the visibility and involvement of the nursing program within the institution. The least effective activity was attendance at board of trustees meeting.

Table 4 Effective Activities to Increase Nursing Program Visibility and Involvement within Parent Institution (n=461)

Activity	n	Mean*	SD
Nursing faculty representation on institution-wide committees.....	456	5.26	1.13
Routine meetings for all deans.....	424	4.94	1.28
Faculty senate representation.....	391	4.84	1.27
Collaboration with other department/schools to teach multidisciplinary courses.....	375	4.55	1.31
Attendance at board of trustees meeting.....	307	3.76	1.73

* Key: 1 = Very ineffective 4 = Slightly effective
 2 = Moderately ineffective 5 = Moderately effective
 3 = Slightly ineffective 6 = Very effective

C. BUDGET AND FUNDING

1. Allocation of Funds

Funds appropriated to the nursing program versus other programs in an institution are compared in Table 5. Ninety percent of the deans perceived that funds were equal to or above funding for other programs. Only 8% of the deans said their programs received a lower priority in funding.

Table 5 Deans' Perceived Level of Funding Priority for Nursing Program Versus Other Programs at Institution (n=453)

<u>Level of Funding</u>	<u>n</u>	<u>%</u>
Funds equivalent to other similar size programs.....	274	60.49
Given high priority.....	134	29.58
Given low priority.....	36	7.95
Do not know.....	9	1.98

2. Adequacy of the Budget

Only 5% of the 461 deans reported having a very inadequate budget for their baccalaureate nursing program for 1986-87; 9% as moderately inadequate, 13% as slightly inadequate, 13% as slightly adequate, 41% as moderately adequate and 19% as very adequate.

When comparing their 1986-87 budget to their 1985-86 budget, 53% of the deans reported a higher budget than in 1985-86; 22% indicated the same budget and only 19% reported a lower budget than in 1985-86. Six percent of the deans did not respond to the question.

Comparing nursing budget priorities for generic versus RN programs, 55% of 447 responding deans reported equal priority was given to both programs, 12% indicated that generic programs were given higher priority, and 2% reported RN programs were given higher priority. Of the 447 deans, 22% reported having only RN students while 9% had only generic students. In Table 6, deans reported that tuition and state funds were the major budget sources for their baccalaureate nursing programs.

Table 6 Budget Sources for Baccalaureate Nursing Programs (n=400)

<u>Budget Sources</u>	<u>%</u>
Tuition.....	46.78
State funds.....	41.04
Private funds.....	6.36
Federal support.....	2.67
Medicare.....	1.17
Miscellaneous.....	1.98
	100.00

Table 7 presents changes in 1986-87 funding sources versus 1985-86 budget sources according to the responding deans. There were significant regional differences in state funding with the greatest decrease in the South (55.4%) versus the Midwest (23.2%), West (14.3%) and Northeast (7.1%) ($\chi^2[6, n=260]=15.47, p=.017$). Universities reported a significant increase in federal support grants (76.3%) versus four-year colleges (23.7%) ($\chi^2[2, n=177]=7.78, p=.020$).

Table 7 Changes in Funding Sources for Baccalaureate Nursing Programs in 1986-87 Versus 1985-86

1986-87 versus 1985-86					
			No		Not
	n	Decreased	Change	Increased	Applicable
Funding Source		%	%	%	%
State funds.....	400	14.0	26.8	25.8	33.5
Federal support grants.	386	14.8	22.3	10.1	52.8
Private funds.....	382	6.5	35.3	25.4	32.7
Medicare passthrough or direct support.....	358	1.7	10.6	.6	87.2
Tuition.....	356	10.7	32.8	44.8	11.7

D. RESOURCES

1. Faculty Resources

Analyses of the change in factors versus the number of faculty employed in a nursing program using chi square showed the following comparisons to be highly significant at the $p<.001$ level:

- When budget allocations decreased, faculty number decreased and when budget allocations increased, faculty number increased;
- When RN student enrollment decreased, faculty number decreased and when RN student enrollment increased, faculty number increased;
- When the pool of qualified faculty applicants decreased, faculty number decreased and when the pool of qualified faculty applicants increased, faculty number increased;
- When faculty salaries were lower than nursing service salaries, faculty number decreased and when faculty salaries were higher than nursing service salaries, faculty number increased.

2. Student Resources

In Table 8, deans reported that the three most adequate resources to support generic and RN students were audiovisual equipment, a library collection in nursing, and administrative/faculty office space. The three least adequate resources were funding for clinical preceptors, renovation, and funding for faculty research.

Funding for faculty research was significantly greater at academic health centers than nonacademic health centers and at universities than at four-year colleges $p < .001$ using t-tests. An analysis of variance was significant for institutional type $p = .034$ with more adequate funding reported by private secular than private religious institutions.

Table 8 Deans' Perceptions of Adequacy of Resources for Baccalaureate Programs for RN and Generic Students (n=461)

Resources	RN STUDENTS			GENERIC STUDENTS		
	n	Mean*	SD	n	Mean*	SD
Audiovisual equipment.....	406	4.72	1.27	339	4.75	1.29
Library collection in nursing.....	404	4.66	1.28	337	4.67	1.32
Administrative/faculty office space....	406	4.56	1.47	339	4.66	1.48
Classroom space.....	404	4.51	1.49	340	4.57	1.50
Computer services/computer time.....	400	4.42	1.43	337	4.50	1.43
Funding for BSN program(s).....	397	4.22	1.41	340	4.34	1.34
Meeting/Conference room space.....	406	4.20	1.55	341	4.25	1.57
Funding for academic advisement.....	308	4.17	1.51	260	4.18	1.50
Funding for full-time faculty salaries.	399	4.11	1.51	341	4.09	1.52
Secretarial support services.....	403	4.06	1.50	341	4.11	1.51
Funding for part-time faculty salaries.	368	3.96	1.53	317	3.99	1.46
Student space (study areas, etc.).....	392	3.85	1.65	334	3.99	1.61
Program development.....	388	3.76	1.49	324	3.73	1.46
Consultation.....	375	3.62	1.52	314	3.60	1.49
Funding for faculty development	404	3.57	1.57	335	3.59	1.55
Funding for disadvantaged student ongoing advisement.....	244	3.41	1.62	229	3.40	1.60
Funding for student recruitment.....	350	3.39	1.58	301	3.45	1.59
Funding for clinical preceptors.....	145	3.10	1.85	123	3.16	1.83
Renovation.....	327	3.08	1.59	284	3.11	1.66
Funding for faculty research.....	366	2.93	1.54	314	3.01	1.54

*Key: 1=Very inadequate 3=Slightly inadequate 5=Moderately adequate
 2=Moderately inadequate 4=Slightly adequate 6=Very adequate

3. Computer Resources

Over 78% of the deans said that their nursing program had access to the institution's mainframe computer, 76% had personal computers for use within their nursing program and 27% used modems to communicate with other computer systems. Only 5% reported that their nursing program did not use computers. Table 9 displays the extent to which computers were used by nursing administrative staff, faculty, and students. The three types of computer activities used most were word processing by administrative staff, office use by administrative staff, and word processing by faculty.

Table 9 Type of Computer Activity and Degree of Use in Baccalaureate Nursing Programs (n=461)

Type of Computer Activity	n	Mean*	SD
<u>Nursing Administrative Staff Use</u>			
Word processing.....	447	3.59	.85
Office use.....	444	3.21	.95
Admissions.....	437	3.01	1.09
Student records.....	446	2.96	1.07
Budget.....	438	2.75	1.10
Revising catalog.....	434	2.57	1.21
Faculty teaching assignments.....	439	1.90	.89
Allocation of classroom space.....	436	1.88	1.00
Electronic mail.....	432	1.82	1.07
Student clinical placements.....	439	1.70	.79
<u>Nursing Faculty Use</u>			
Word processing.....	448	3.14	.92
Test grading and item analyses.....	446	2.87	1.12
Research activities.....	447	2.64	.92
Student grade calculation.....	444	2.45	1.05
Faculty computer center.....	439	2.36	.95
Development of own computer-assisted instruction.....	443	1.93	.75
Student clinical assignments.....	441	1.51	.63
Communication with outreach programs.....	439	1.45	.64
<u>Nursing Student Use</u>			
Student computer center.....	438	2.67	.88
Word processing.....	446	2.43	.98
Computer assisted-instruction.....	447	2.35	.83
Research activities.....	442	2.05	.86
Clinical agency - information systems.....	436	2.04	.93
Simulated laboratories.....	442	1.98	.86
Clinical agency - patient care plans.....	437	1.90	.88
Clinical agency patient monitoring system..	434	1.89	.91
Clinical agency - patient teaching.....	429	1.69	.77

* Key: 1 = Do not use 3 = Moderately used
 2 = Minimally used 4 = Extensively used

E. TYPES AND CHARACTERISTICS OF PROGRAMS

In Table 10, deans (n=461) reported the types of baccalaureate nursing programs offered at their schools and the 742 RN students participating in the project reported on the type of program they were enrolled in. Some schools offered more than one type of program for RN students. For comparison between program types, only the predominate program type based upon RN student enrollment was used.

Table 10 Frequency of Types of Programs Offered at Baccalaureate Nursing Programs (n=461) and Frequency of RN Students Enrolled In These Programs (n=742)

Type of Program	Deans Programs Offered		RN Students Programs Enrolled In	
	n	%	n	%
Generic program only; <u>do not</u> accept RNs as students in baccalaureate program.....	12	2.6	0	0
Generic program with RN students integrated directly into the generic program.....	211	45.8	167	22.5
Generic program where RN students are admitted into a <u>separate</u> baccalaureate completion program/track but take some nursing coursework and/or clinical experiences with generic students.....	138	29.9	235	31.7
Generic program and a <u>separate</u> baccalaureate completion program/track where RN students <u>do not</u> take any coursework with generic students.....	21	4.6	97	13.1
No generic program; have only an RN baccalaureate completion program.....	109	23.6	198	26.7
RN external degree baccalaureate completion program*	3	0.7	42	5.6
Other (BSN-MSN).....	4	0.9	3	0.4

Note: *External degree is defined as a degree awarded by transcript evaluation or academically acceptable cognitive and performance examinations. Students can earn the entire degree through examination, however, many students combine college coursework and examination.

F. PLANS TO EXPAND RN BACCALAUREATE PROGRAM

Sixty percent of the deans planned to expand their RN program or track within the next five years. The methods of expansion included offering more scheduling flexibility, off-campus sites, and greater outreach and recruitment.

G. ACCREDITATION

Of the 461 programs, 82.2% were NLN accredited, 9.8% were new programs and not yet eligible for accreditation and 8.0% were not accredited.

SECTION II - CHARACTERISTICS OF THE 1987 RN STUDENT SAMPLE

A. GENERAL DESCRIPTION OF RN STUDENT SAMPLE

Questionnaires were mailed to 1,089 RN nursing senior students who accepted AACN's request to participate in the project's national RN student survey in February 1987. Seven hundred fifty-nine (70%) RN students returned their questionnaires of which 742 (68%) were usable. The RN students represented 327 schools of nursing, of which 284 schools responded to the Deans' Survey. Combining all survey responses, 504 schools (83%) were represented in the national AACN Surveys. About six months after graduation, the 742 RN students, now graduates, were sent a follow-up questionnaire and 456 (61%) returned their questionnaires. Only data from the 427 graduates employed as RNs were used for analyses.

B. DEMOGRAPHIC INFORMATION

1. Gender and Ethnic Background

Demographic characteristics for gender and ethnic background were reported by the RN students (n=742) and the deans (n=461) for all baccalaureate students enrolled in their nursing program. Table 11 illustrates that the RN student sample was very similar to the population of RN students reported by deans.

Table 11 Comparison of Gender and Ethnic Background of RN Students (n=742) to Deans' Data on Baccalaureate Students (n=461)			
Gender	RN Students %	Deans	
		RN Students %	Generic Students %
Female.....	96.3	96.3	94.3
Male.....	3.7	3.7	5.7
<u>Ethnic Background</u>			
Caucasian.....	88.8	89.9	84.1
Black.....	5.7	5.6	9.2
Hispanic.....	2.1	2.4	3.6
Asian.....	1.7	1.2	2.2
Other Minorities.....	1.7	0.9	0.9

According to data from the student sample, the mean age of survey participants was 36 years and the median was 35 years. Of the 722 reporting their marital status, 60% were married, 27% were single and 13% were separated, divorced or widowed. Four hundred nine (55%) had children; the mean number of children for those having children was 0.28 for children under five years old, 0.83 for children five to 15 years old, and 1.11 for children over 15 years old. Since the majority of children of RN students were older in age, day care was not a critical issue to them (see Table 16).

2. Geographic Location

Of 718 RN students, 27% listed their home environments as suburban, 26% as small city with 25,000-100,000 population, 22% as metropolitan area, 22% as a rural area, and 3% as inner city.

C. EDUCATIONAL BACKGROUND

Of the 719 responding RN students, 54% graduated from an associate degree nursing program and 46% from a diploma program. The mean time from graduation for associate degree graduates was 8 years ago and the median was 6 years ago. The mean time from graduation for diploma graduates was 16 years ago and the median was 14 years ago. Fifty-nine RN students (8%) had graduated from a licensed practical nurse (LPN) program.

One hundred RN students (14%) had earned a college degree in a nonnursing field prior to entering the baccalaureate nursing program. Of this number, 40 RN students had an associate degree, 47 had a bachelor's degree, seven had a master's degree, and one person had a doctoral degree.

Seventy-three percent of the RN students reported a BSN grade point average (GPA) of 3.25 to 4.00. There were no reported GPA scores below 2.74. See Table 12 for GPA scores.

Table 12 GPA Scores of RN Students (n=723)

GPA	n	%
3.75 - 4.00	196	27.1
3.25 - 3.74	329	45.5
2.75 - 3.24	174	24.1
2.25 - 2.74	24	3.3

D. FINANCIAL RESOURCES

Fifty-two percent (n=379) of the RN students rated their overall financial situation while attending their BSN program as moderately adequate to very adequate while 48% said that it was slightly adequate to very inadequate. The most frequently used financial resources to finance baccalaureate nursing education are presented in Table 13.

Table 13 Resources Used to Finance RN Students' Baccalaureate Nursing Education (n=742)

Financial Resource	n	%
Personal earnings from employment...	391	52.7
Employer tuition reimbursement plan.	300	40.4
Personal savings.....	248	33.4
Scholarships/grants.....	151	20.4
Loans.....	121	16.3
Spouse.....	102	13.7
Parents.....	54	7.3

E. Employment Status

Ninety-nine percent of the RN students had a current RN license and 97% reported being employed as a registered nurse for a mean of nine years and eight months.

SECTION III - RECRUITMENT, ADMISSION REQUIREMENTS, RETENTION, AND ENROLLMENT AND GRADUATION STATISTICS OF RN/BSN STUDENTS

A. RN STUDENTS' REASONS FOR CHOOSING A NURSING CAREER AND OBTAINING A BSN DEGREE

1. Reasons for Choosing a Nursing Career

The factors that influenced RN students to choose a nursing career as opposed to another career field when they entered their AD/diploma program are listed in Table 14. The primary reasons identified by the RN students were the desire to work in the health care field, the opportunity to work closely with people, and the availability of jobs in the nursing field.

Table 14 Factors that Influenced RN Students to Choose
a Nursing Career (n=742)

Factor	n	%
Desire to work in the health care field.....	552	74.4
Opportunity to work closely with people.....	484	65.2
Availability of jobs in the nursing field.....	474	63.9
Always wanted to be a nurse.....	332	44.7
Previous experience in health care agency/field (i.e., volunteer, nurses aid, LPN, etc.).....	273	36.8
Diverse positions available in nursing.....	258	34.8
Reputation of nursing as a professional career.....	254	34.2
Marketability of nursing skills.....	179	24.1
Good salary.....	164	22.1
Flexibility of hours.....	135	18.2
Opportunity for advancement in nursing positions.....	107	14.4
Scholarship/financial aid available to study nursing.	64	8.6

Fifty-one percent of the RN students indicated that at the time they entered their AD/Diploma nursing program, they were aware of the differences between AD, diploma, and BSN nursing programs. The factors that influenced these students to choose an AD/diploma program included reasonable cost/tuition (67%), length of program (62%), convenient location of school (62%), recommendation of a nurse (19%), recommendation of parents (17%), and recommendation of a school counselor (14%).

2. Factors Influencing Decision to Obtain a BSN Degree

Of the 731 RN students answering when they decided to obtain a baccalaureate degree, 13% said prior to entering their diploma/AD program, 18% said while attending their diploma/AD program and 13% said at the completion of their program. The majority of students (56%) reported that they made the decision after completion of their AD/diploma program; the mean number of years was 8.2 years and the median was 6 years. Table 15 lists the factors that influenced RN students' decisions to acquire a baccalaureate degree in nursing. The three most important factors were: greater opportunity for career and educational mobility with a BSN degree, desire to have a BSN degree, and more opportunities for personal and professional growth and development with a BSN degree.

Table 15 Factors that Influenced RN Students' Decision to Obtain a BSN (n=742)

Factor	n	%
Greater opportunity for career and educational mobility with a BSN degree.....	648	87.3
Desire to have a bachelor's degree.....	628	84.6
More opportunities for personal and professional growth and development.....	569	76.7
Employment limitations without BSN degree.....	486	65.5
Desire to pursue an advanced/graduate education.....	420	56.6
Convenient location of BSN nursing program.....	349	47.0
Status of having a BSN.....	327	44.1
Opportunity to work in a nonhospital setting.....	317	42.7
ANA position paper on entry into practice.....	224	30.2
Expectation of higher salary with a BSN degree.....	212	28.6
Time and money already invested in nursing education.	192	25.9
Desire for comprehensive liberal arts/scientific background to complement nursing knowledge.....	185	24.9
Recommendation from nursing service administration to acquire BSN degree (i.e., Director of Nursing)...	135	18.2
Recommendation of faculty member at nursing school...	97	13.1
Recommendation from peers to get BSN degree.....	95	12.8
Recommendation of a nurse.....	88	11.9
Family expectation to acquire a bachelor's degree....	76	10.2
Needed to maintain current nursing position	76	10.2
Recommendation of a school counselor.....	15	2.0

3. Selecting a BSN Program

RN students, as shown in Table 16, said the most important reasons for selecting their particular BSN program were: acceptance of transfer credits, convenient location of school, and flexibility in scheduling classes or clinical experiences. The least important reasons were availability of day care center and scholarship or grant availability.

Table 16 Mean Degree of Importance for Factors Influencing Selection of Baccalaureate Nursing Program (n=742)

Factor	n	Mean*	SD	Did not Use
Acceptance of transfer credits.....	692	5.24	1.35	41
Convenient location.....	713	5.08	1.46	16
Flexible schedule of classes/clinical.	656	5.02	1.42	66
Reputation of school.....	696	4.69	1.41	31
Reasonable costs/tuition.....	705	4.61	1.53	29
Advanced placement opportunities.....	545	4.42	1.76	182
Congruence of nursing program with personal philosophy of nursing.....	673	4.13	1.58	56
Offered courses off-campus.....	385	3.67	2.19	340
Recommendation(s) of family, nurse peers, school and/or counselor.....	536	3.47	1.72	189
Scholarship or grant availability.....	328	3.06	2.01	403
Offered day-care facilities.....	196	1.65	1.51	528

* Key: 1 = Very important 4 = Slightly important
 2 = Moderately unimportant 5 = Moderately important
 3 = Slightly unimportant 6 = Very important

B. RECRUITMENT AND FACTORS IMPACTING ON ENROLLMENT

1. Recruitment Efforts and Effective Strategies Employed

Sixty percent of the nursing programs increased recruitment efforts, 35% had no change and less than 5% decreased recruitment efforts. Deans reported the four most effective strategies used to recruit RN students to baccalaureate programs were the reputation of school/ referrals, faculty and students working in clinical agencies, employment of a nurse recruiter for RN nursing program, and use of personal letters. The least effective strategies were the use of college/university central recruitment office, nursing journal advertisements, and videotapes. RN students rated the five most effective recruitment strategies as nursing alumni, faculty/students working in clinical agencies, brochures/pamphlets, nurse recruiters for RN programs, and continuing education programs for RNs. The recruitment strategies are summarized in Table 17.

Table 17 A Comparison of Deans' (n=461) and RN Students' (n=742) Perceptions of Effectiveness of RN Recruitment Strategies

Strategy	Dean Perceptions of Effectiveness				Student Perceptions of Effectiveness			
	n	Mean*	SD	Not Used	n	Mean*	SD	Not Used
Reputation of school/referrals.....	415	5.41	.83	2	NA	NA	NA	NA
Faculty/students working in clinical agencies.....	415	5.26	.89	6	300	4.58	1.42	428
Nurse recruiter for RN nursing program...	176	5.09	1.19	240	229	4.32	1.61	499
Personal letters.....	353	5.02	.94	64	274	4.19	1.55	453
Contact/collaboration with local health care agencies.....	409	4.95	.96	10	NA	NA	NA	NA
Brochures, pamphlets.....	411	4.91	.86	8	455	4.36	1.29	276
Nursing alumni.....	359	4.83	1.09	56	265	4.85	1.32	449
Directors of nursing departments.....	385	4.75	1.01	30	NA	NA	NA	NA
Collaboration with staff development coordinators at area hospitals.....	360	4.63	.98	59	NA	NA	NA	NA
Continuing education programs for RNs....	291	4.49	1.12	128	139	4.32	1.60	592
Open house.....	260	4.37	1.28	162	149	3.70	1.78	580
Career fairs.....	329	4.27	1.27	94	117	3.68	1.81	613
Magazine/Newspaper advertisements.....	217	4.19	1.17	203	143	3.64	1.73	586
RN refresher courses.....	66	4.00	1.48	352	57	3.37	2.03	671
Television/Radio.....	126	3.91	1.27	291	85	3.38	1.89	640
Nursing conferences and convention exhibits (ANA, NLN, state).....	238	3.90	1.29	180	78	3.41	1.83	652
Videotapes.....	116	3.84	1.35	301	60	2.83	1.98	669
Nursing journal advertisements.....	114	3.68	1.28	300	71	3.18	1.88	660
Use of college/university central recruitment office.....	358	3.65	1.56	59	175	3.79	1.68	554

* Key: 1 = Very ineffective 4 = Slightly effective
 2 = Slightly ineffective 5 = Moderately effective
 3 = Moderately ineffective 6 = Very effective
 NA = Not on RN student questionnaire

2. Factors Impacting on Enrollment

a. General RN Student Enrollment

Table 18 lists the degree of change in factors as reported by deans that may have impacted on the number of RN students enrolled in 1986-87 as compared to 1985-86 enrollment. When recruitment efforts were increased, there was a significant increase in RN student enrollment ($\chi^2[4, n=389]=177.06, p<.001$).

Table 18 Factors Impacting on RN Student Enrollment in 1986-87 as Compared to 1985-86 (n=461)

Factor	Degree Factor Changed				Number of RN Students			
	n	D %	NC %	I %	n	D %	NC %	I %
Number of available nursing jobs....	396	8.1	18.4	73.5	374	9.1	58.8	32.1
Cost of tuition.....	405	2.0	28.4	69.6	391	18.9	59.3	21.7
Recruitment efforts.....	406	4.4	35.2	60.3	390	7.4	47.4	45.1
Positive publicity regarding school.	405	3.0	39.0	58.0	388	3.6	54.4	42.0
Competition from other schools.....	389	3.1	44.0	53.0	374	19.8	62.3	17.9
Pool of qualified applicants.....	401	22.2	47.1	30.7	386	14.2	54.9	30.8
Job appointments.....	289	4.8	66.1	29.1	281	5.0	75.8	19.2
Number of clinical placements.....	373	2.1	73.5	24.4	349	1.4	80.5	18.1
Availability of clinical facilities.	400	2.3	79.8	18.0	375	0.8	85.6	13.6
Availability of nursing faculty.....	399	6.0	79.4	14.5	375	2.1	83.2	14.7
Availability of financial aid.....	400	25.0	62.8	12.3	379	15.6	68.9	15.6
Availability of space in school.....	397	5.5	84.1	10.3	366	1.6	86.3	12.1
Entrance requirements.....	398	3.0	87.9	9.0	379	4.5	83.4	12.1
Negative publicity regarding school.	280	26.4	65.4	8.2	281	9.6	74.4	16.0

Key: D = Decreased; NC = No change; I = Increased

B. Minority RN Student Enrollment

As Table 19 illustrates, there were slight increases as reported by deans in the degree to which institutions increased their recruitment efforts of minority students and integrated cross-cultural nursing concepts into the curriculum; however, the number of minority students remained unchanged.

Table 19 Factors Impacting on Minority Student Enrollment in 1986-87 as Compared to 1985-86 (n=461)

Factor	Degree Factor Changed				No. of Minority Students			
	n	D %	NC %	I %	n	D %	NC %	I %
Cross-cultural nursing concepts in curriculum.....	408	0.7	73.8	25.5	365	1.6	91.2	7.1
Recruitment efforts of minority students.....	373	1.9	73.2	24.9	353	3.4	82.7	13.9
Academic advisement for minority students.....	397	1.3	79.3	19.4	364	2.5	86.8	10.7
Financial support of minority students.....	395	5.6	80.5	13.9	364	7.1	86.0	6.9
Minority nurses used to recruit.....	337	3.0	88.1	8.9	332	3.3	89.5	7.2
Availability of minority faculty....	384	7.8	84.9	7.3	362	4.4	86.2	9.4

Key: D = Decreased; NC = No change; I = Increased

C. ADMISSION REQUIREMENTS AND POLICIES

Deans reported that the most frequently required admission criteria for RN students were: current RN license, GPA of 2.4 or above, and graduate of NLN accredited basic nursing program. The requirements that RN students reported meeting for admission are listed in Table 20. Of the admission requirements described, deans reported using three criteria for awarding advanced placement credit as seen in Table 20. Although 68% of deans reported using CLEP exams to award advanced placement credit, only 13% of RN students indicated taking CLEP exams.

Table 20 Deans' Report on Admission Requirements and Policies, Admission Requirements Met by RN Students, and Requirements Met by RN Students, and Requirements Used by Deans to Award Advanced Placement Credit

Requirements/Policies	Dean Admission Requirement		Requirements Met by RNs		Dean Criteria Used to Award Advanced Placement	
	n	%	n	%	n	%
Current RN license in U.S.....	396	85.9	NA	NA	NA	NA
Current RN license in state where school is located.....	327	70.9	NA	NA	NA	NA
Graduate of NLN accredited nursing program (AD or diploma).....	340	73.4	574	77.4	NA	NA
Prior cumulative GPA*.....	341	74.0	351	47.3	NA	NA
Nursing course GPA.....	184	39.9	NA	NA	NA	NA
Standardized NLN achievement tests...	96	20.8	159	21.4	176	38.2
ACT exams.....	84	18.2	104	14.0	NA	NA
ACT-PEP exams.....	74	16.1	95	12.8	143	31.0
RN work experience required.....	80	17.4	NA	NA	NA	NA
Essay/writing test.....	48	10.4	82	11.1	NA	NA
SAT test.....	38	8.2	117	15.8	NA	NA
CLEP exam.....	NA	NA	98	13.2	315	68.3
Language proficiency test if English not first language.....	138	29.9	11	1.5	NA	NA

* GPA requirements using a 4.0 scale
NA = Not included in questionnaire

Dean	RN Student
2.35 mean	2.56 mean
2.50 median	2.50 median

D. STUDENT ENROLLMENT AND GRADUATIONS STATISTICS

Deans reported that the greatest number of RN students were enrolled in RN-only programs while RN-generic integrated programs were the most common type of baccalaureate nursing programs offered. Baccalaureate student enrollment and graduation figures are summarized in Tables 21 through 25.

Table 21 Baccalaureate Student Enrollment by Type of Program

Type of BSN Program		YEAR						% Change 1984 to 1986
		Fall 1984		Fall 1985		Fall 1986		
		# of Sch.	# of Std.	# of Sch.	# of Std.	# of Sch.	# of Std.	
Generic students	FT	314	70579	324	65492	336	58581	-17.0
	PT	314	8952	324	8851	336	8933	-0.2
	COM	314	79531	324	74343	336	67514	-15.1
RNs integrated into generic program	FT	180	1684	187	1532	207	1749	3.9
	PT	180	5246	187	5670	207	6673	27.2
	COM	180	6930	187	7202	207	8422	21.5
RNs in separate program but have some courses with generic	FT	87	2008	98	1804	106	2048	2.0
	PT	87	4127	98	4736	106	4996	21.1
	COM	87	6135	98	6540	106	7044	14.8
RNs in separate program from generic	FT	26	1222	26	1163	31	1306	6.9
	PT	26	2563	26	3128	31	3134	22.3
	COM	26	3785	26	4291	31	4440	17.3
RN-only program	FT	89	1592	94	1722	99	1856	16.6
	PT	89	7975	94	8300	99	8784	10.1
	COM	89	9567	94	10022	99	10640	11.2
External degree program	FT	*	0	*	0	3	0	
	PT	*	5361	*	5552	3	5272	-1.7
	COM	*	5361	*	5552	3	5272	-1.7
All RN	FT	370	6506	394	6221	422	6959	7.0
	PT	370	25272	394	27386	422	28859	14.2
	COM	370	31778	394	33607	422	35818	12.7
Generic and RN	FT	409	77085	422	71713	441	65540	-15.0
	PT	409	34224	422	36237	441	37792	10.4
Total BSN	COM	409	111309	422	107950	441	103332	-7.2

* Less than 3 schools reporting

Key: FT = Full-time PT = Part-time COM = Combined Full-time and part-time

Table 22 Generic Student Enrollment in Baccalaureate Nursing Programs by Region and Institutional Type

GENERIC STUDENTS REGION AND INSTITUTIONAL TYPE	ACADEMIC YEAR						% of Change
	Fall 1984		Fall 1985		Fall 1986		
	# of Sch.	# of Std.	# of Sch.	# of Std.	# of Sch.	# of Std.	1984 to 1986
NORTHEAST							
PUBLIC							
FULL-TIME	30	8503	30	7635	29	6601	-22.4
PART-TIME	16	532	22	582	22	526	-1.1
PRIVATE-SECULAR							
FULL-TIME	22	5989	23	5358	23	4554	-24.0
PART-TIME	17	1252	16	1179	19	1101	-12.1
PRIVATE-RELIGIOUS							
FULL-TIME	21	3951	21	3648	23	3285	-16.9
PART-TIME	13	549	14	455	15	397	-27.7
MIDWEST							
PUBLIC							
FULL-TIME	38	14176	40	13093	41	12248	-13.6
PART-TIME	23	1706	24	1723	24	1589	-6.9
PRIVATE-SECULAR							
FULL-TIME	9	1258	10	1107	10	931	-26.0
PART-TIME	7	156	8	430	9	260	66.7
PRIVATE-RELIGIOUS							
FULL-TIME	52	8815	54	8038	55	6718	-23.8
PART-TIME	30	704	33	817	33	1076	52.8
SOUTH							
PUBLIC							
FULL-TIME	72	16420	73	15361	79	13999	-14.7
PART-TIME	52	2838	56	2451	62	2705	-4.7
PRIVATE-SECULAR							
FULL-TIME	10	1042	10	1059	10	889	-14.7
PART-TIME	5	98	4	34	5	45	-54.1
PRIVATE-RELIGIOUS							
FULL-TIME	21	1799	22	1787	25	1734	-3.6
PART-TIME	13	225	14	224	17	203	-9.8
WEST							
PUBLIC							
FULL-TIME	26	6331	28	6078	28	5617	-11.3
PART-TIME	18	624	22	761	22	820	31.4
PRIVATE-SECULAR							
FULL-TIME	3	337	3	307	3	244	-27.6
PART-TIME	*	10	*	5	*	34	240.0
PRIVATE-RELIGIOUS							
FULL-TIME	9	1958	9	2021	9	1761	-10.1
PART-TIME	8	258	8	190	7	177	-31.4
ALL REGIONS							
FULL-TIME	314	70579	324	65492	336	58581	-17.0
PART-TIME	314	8952	324	8851	336	8933	-0.2
COMBINED	314	79531	324	74343	336	67514	-15.1

Table 23 RN Student Enrollment in Baccalaureate Nursing Programs by Region and Institutional Type

RN STUDENTS	ACADEMIC YEAR						% of Change
	Fall 1984		Fall 1985		Fall 1986		
	REGION AND INSTITUTIONAL TYPE	# of Sch.	# of Std.	# of Sch.	# of Std.	# of Sch.	# of Std.
NORTHEAST							
PUBLIC							
FULL-TIME	33	1156	33	1133	37	1261	9.1
PART-TIME	34	3582	35	3980	38	4458	24.5
PRIVATE-SECULAR							
FULL-TIME	26	1132	25	1021	26	987	-12.8
PART-TIME	31	5929	32	5148	32	5226	11.9
PRIVATE-RELIGIOUS							
FULL-TIME	19	129	20	130	21	163	26.4
PART-TIME	27	1456	28	1627	31	1776	22.0
MIDWEST							
PUBLIC							
FULL-TIME	42	1062	47	1002	48	1126	6.0
PART-TIME	47	3363	49	3939	50	4220	25.5
PRIVATE-SECULAR							
FULL-TIME	10	198	11	152	12	210	6.1
PART-TIME	11	756	12	905	12	1085	43.5
PRIVATE-RELIGIOUS							
FULL-TIME	40	463	44	454	48	519	12.1
PART-TIME	45	2652	49	2955	60	3169	19.5
SOUTH							
PUBLIC							
FULL-TIME	73	1313	72	1245	81	1379	5.0
PART-TIME	62	2669	68	2723	75	2985	11.8
PRIVATE-SECULAR							
FULL-TIME	5	76	6	85	7	66	-13.2
PART-TIME	6	534	7	542	8	501	-6.2
PRIVATE-RELIGIOUS							
FULL-TIME	16	88	19	126	26	272	209.1
PART-TIME	19	871	21	951	26	1061	21.8
WEST							
PUBLIC							
FULL-TIME	29	681	31	694	34	750	10.1
PART-TIME	28	3264	34	4394	37	4069	24.7
PRIVATE-SECULAR							
FULL-TIME	*	17	*	8	4	32	12.8
PART-TIME	4	94	4	107	4	115	22.3
PRIVATE-RELIGIOUS							
FULL-TIME	10	191	10	171	13	194	1.6
PART-TIME	9	102	9	115	12	194	90.2
ALL REGIONS							
FULL-TIME	370	6506	394	6221	422	6959	7.0
PART-TIME	370	25272	394	27386	422	28859	14.2
COMBINED	370	31778	394	33607	422	35818	12.7

Table 24 Total Baccalaureate Student Enrollment in Baccalaureate Nursing Programs by Region and Institutional Type

TOTAL BSN ENROLLMENT	ACADEMIC YEAR						% of Change
	Fall 1984		Fall 1985		Fall 1986		
	REGION AND INSTITUTIONAL TYPE	% of Sch.	% of Std.	% of Sch.	% of Std.	% of Sch.	% of Std.
NORTHEAST							
PUBLIC							
FULL-TIME	39	9659	40	8768	39	7862	-18.6
PART-TIME	35	4114	38	4562	39	4984	21.2
PRIVATE-SECULAR							
FULL-TIME	31	7121	32	6379	32	5541	-22.2
PART-TIME	32	7181	33	6327	33	6327	-11.9
PRIVATE-RELIGIOUS							
FULL-TIME	27	4080	28	3778	31	3448	-15.5
PART-TIME	29	2005	29	2082	31	2173	8.4
MIDWEST							
PUBLIC							
FULL-TIME	48	15238	51	14095	53	13374	-12.2
PART-TIME	48	5069	50	5662	51	5809	14.6
PRIVATE-SECULAR							
FULL-TIME	12	1456	13	1259	13	1141	-21.6
PART-TIME	11	912	12	1335	12	1345	47.5
PRIVATE-RELIGIOUS							
FULL-TIME	61	9278	64	8492	68	7237	-22.0
PART-TIME	51	3356	57	3772	64	4245	26.5
SOUTH							
PUBLIC							
FULL-TIME	84	17733	86	16606	90	15378	-13.3
PART-TIME	74	5507	77	5174	82	5690	3.3
PRIVATE-SECULAR							
FULL-TIME	11	1118	11	1144	11	955	-14.6
PART-TIME	8	632	7	576	9	546	-13.6
PRIVATE-RELIGIOUS							
FULL-TIME	23	1887	26	1913	31	2006	6.3
PART-TIME	21	1096	25	1175	29	1264	15.3
WEST							
PUBLIC							
FULL-TIME	34	7012	35	6772	37	6367	-9.2
PART-TIME	32	3888	36	5155	38	4889	25.8
PRIVATE-SECULAR							
FULL-TIME	3	354	3	315	4	276	-22.0
PART-TIME	4	104	4	112	4	149	43.3
PRIVATE-RELIGIOUS							
FULL-TIME	11	2149	11	2192	13	1955	-9.0
PART-TIME	10	360	10	305	12	371	3.1
ALL REGIONS							
FULL-TIME	409	77085	422	71713	441	65540	-15.0
PART-TIME	409	34224	422	36237	441	37792	10.4
COMBINED	409	111309	422	107950	441	103332	-7.2

Table 25 Baccalaureate Graduates by Type of Program (n=461)

Type of BSN Program	1983-84		YEAR 1984-85		1985-86		% Change 1984 to 1986
	# of Sch.	# of Std.	# of Sch.	# of Std.	# of Sch.	# of Std.	
Generic students	296	20698	302	22145	312	20979	1.40
RNs integrated into generic program	171	1918	182	1962	188	1913	-.26
RNs in separate program but have some courses with generic	85	1951	89	1904	92	1707	-12.50
RNs in separate program from generic	25	944	25	1008	25	1088	15.25
RN-only program	81	2158	88	2277	96	2281	5.7
External degree program	*	355	*	380	*	416	17.2
Total RN	352	7326	372	7531	391	7405	1.1
Total BSN	387	28024	401	29676	418	28384	1.3

* Less than 3 programs

E. STUDENT ENROLLMENT STATUS AND COMPLETION TIME

The enrollment figures from the deans' survey indicate that the majority of RN students are part-time. However, as indicated in Table 26, 45% of the RN students reported that they were full-time students during 1986-87. This was a change of about 10% in full-time enrollment status from 1985-86. Overall, 63% of the total mean time was spent going to school part-time. Table 27 lists the total mean time it took for the RN students to complete the program.

Table 26 Enrollment Status of RN Students in 1985-86 vs. 1986-87 (n=742)

Enrollment Status	1985-86		1986-87	
	n	%	n	%
Part-time.....	357	49.9	291	40.6
Full-time.....	244	34.2	319	44.5
Combination of part-time and full-time.....	114	15.9	107	14.9

Note: There were some missing data

Table 27 RN Student Mean Time to Complete Baccalaureate Program (n=742)

Enrollment Status	Mean RN Completion Time
Part-time.....	3 years and 8 months
Full-time.....	1 year and 7 months
Combination of part-time and full-time.....	3 years and 6 months

Twenty-three percent of the RN students reported that their school placed a limit on the time allowed to complete their baccalaureate program. The mean number of years was 5 years and 3 months and the median was 5 years. Similarly, 25% of the deans placed a maximum time limit for RNs to complete their program. The mean number of years was 5.8 years and the median was also 5 years. Deans reported the average time to complete the RN program (time between the point of entry and the degree conferred) was 2.01 mean years (n=395) full-time completion time and 3.65 mean years (n=392) part-time completion time.

Sixty-seven deans (15%) limit the number of RNs accepted per year. The two main reasons given for limiting RN students were the number of clinical placements and the faculty student ratio. Two hundred forty-four deans reported that of the RN students enrolled for the first time in 1978-79; 86.4% had graduated by August 1986.

F. RETENTION

1. Reasons for Noncompletion

The three most important reasons given by deans for RN students' noncompletion of the BSN program were: personal reasons, conflict with employment schedule, and inadequate finances as shown in Table 28.

Table 28 Deans' Perceptions of Reasons for RN Student Noncompletion of BSN Program (n=461)

<u>Reason</u>	<u>n</u>	<u>Mean*</u>	<u>SD</u>
Personal reasons (family, health, etc.).....	356	5.07	1.04
Conflict with employment schedules.....	354	4.40	1.35
Inadequate financial support.....	352	4.28	1.52
Academic program too difficult.....	355	3.64	1.46
Frustration with curriculum requirements....	354	3.30	1.43
Resistance to socialization to student role.	351	3.18	1.46
Unrealistic expectations.....	350	3.03	1.47
Lack of peer support.....	351	2.56	1.44
Counseled by school to withdraw.....	344	2.24	1.31
Program's philosophy incompatible with personal philosophy.....	351	2.05	1.27
Using credits to meet continuing education requirements for RN licensure.....	329	1.52	1.05

* Key: 1 = Very unimportant 4 = Slightly important
 2 = Moderately unimportant 5 = Moderately important
 3 = Slightly unimportant 6 = Very important

2. Strategies to Assist RN Student Completion of BSN Program

Deans reported that providing academic and clinical schedule flexibility and providing specific academic advisors for RN students were the most effective strategies in assisting RN students complete their program (see Table 29).

Table 29 Deans' Perceptions of Effective Strategies Used to Assist RN Students to Complete BSN Program (n=461)

<u>Strategy</u>	<u>n</u>	<u>Mean*</u>	<u>SD</u>
Providing academic and clinical schedule flexibility to accommodate working students..	373	5.45	1.00
Providing specific academic advisors for RNs..	377	5.39	1.06
Modifying clinical requirements according to students' work experiences.....	333	5.17	1.21
Providing formal communication channels between RN students and faculty.....	382	5.10	1.12
Offering courses off-campus.....	219	5.08	1.38
Offering RN-only courses.....	278	5.06	1.30
Tailoring course requirements.....	330	5.05	1.26
Preparing faculty to meet specific learning needs of RN students.....	319	4.99	1.15
Offering transition/bridge courses.....	283	4.93	1.32
Increasing scholarship or grant availability..	296	4.65	1.35
Offering day-care facilities for children.....	111	3.89	1.53
Tutoring.....	249	3.75	1.32

* Key: 1 = Very ineffective 4 = Slightly effective
 2 = Moderately ineffective 5 = Moderately effective
 3 = Slightly ineffective 6 = Very effective

3. RN Students' Perceptions of Strategies to Assist Completion of BSN Programs

RN students reported that peer support and RN-only courses were the most effective strategies in assisting them to complete their BSN program, as shown in Table 30.

Table 30 RN Students' Perceptions of Effective Strategies Used to Assist in Completion of Their BSN Program (n=742)

Strategy	n	Mean*	SD
Peer support.....	688	5.37	1.06
Offering RN only courses.....	528	5.23	1.18
Providing specific academic faculty advisors for RNs.....	647	4.82	1.40
Tailoring course requirements.....	611	4.78	1.42
Providing formal communication channels between RN students and faculty.....	644	4.76	1.36
Providing academic and clinical schedule flexibility to accommodate working students...	581	4.71	1.69
Offering courses off-campus.....	347	4.65	1.72
Modifying clinical requirements according to students' work experiences.....	526	4.58	1.67
Preparing faculty to meet specific learning needs of RN students.....	608	4.48	1.55
Offering transition/bridge courses.....	317	4.41	1.59
Tutoring.....	201	3.45	1.79
Offering day-care facilities for children.....	114	3.20	2.11

* Key: 1 = Very ineffective 4 = Slightly effective
 2 = Moderately ineffective 5 = Moderately effective
 3 = Slightly ineffective 6 = Very effective

4. Academic Advisement

The mean number of academic advisement hours per RN student per year was 7.36 hours as reported by 374 deans. There was a range of one to 45 hours and a median of five hours. By comparison, the average number of academic advisement hours reported by 691 RN students was 8.21 hours per year. Seventy-two percent of the RN students said this was sufficient advisement time. Forty percent of the deans reported that a faculty member was designated as the RN advisor, 36% divided RN students among faculty and 6% reported hiring a person solely to advise RN students.

SECTION IV - CURRICULUM

In this section, educational goals, advanced placement, acceptance of challenge and/or transfer credits, course requirements and emphasis, RN student skill development, teaching methodologies, and special curriculum areas are discussed for RN baccalaureate education.

A. EDUCATIONAL GOALS

Table 31 describes the degree of importance deans placed on specific educational goals and illustrates that the majority of deans believed all goals were important. The two most important goals were providing an awareness of comprehensive health care and developing the intellectual and creative capabilities of the learners.

Table 31 Deans' Perceptions of Importance of Educational Goals for Their Baccalaureate Programs (n=461)

<u>Educational Goal</u>	<u>n</u>	<u>Mean*</u>	<u>SD</u>
To provide an awareness of comprehensive health care, including prevention, health promotion, and rehabilitation.....	417	5.67	.95
To develop the intellectual and creative capacities of learners.....	418	5.64	.95
To provide a foundation for graduate study in nursing.....	416	5.61	.99
To provide a foundation of knowledge for care of individuals through the lifespan.....	416	5.61	1.00
To develop a foundation of knowledge for care of individuals in a variety of health care settings	415	5.59	1.02
To be skilled in logical and critical thinking...	418	5.58	.94
To provide the foundation for leadership roles...	416	5.58	.99
To develop an understanding of the research process and its contribution to nursing practice.....	416	5.52	.99
To develop ethical awareness.....	412	5.49	.96
To promote the knowledge of nursing theory and its application in clinical practice.....	415	5.46	1.07
To develop an awareness of the needs of individuals, groups, and society by gaining an increased perspective of social, economic, and political issues	415	5.45	.98
To provide a strong base in the liberal arts.....	409	5.34	1.06
To provide a foundation of knowledge for care of individuals from diverse and multicultural groups	417	5.25	1.02
To develop skills for scholarly inquiry into the biological and behavioral sciences.....	411	4.96	1.11
To promote the development and application of of new knowledge and technology.....	413	4.92	1.08
To develop highly skilled clinical nurses and practitioners.....	406	4.85	1.11
To develop an awareness of human spirituality as it applies to health.....	414	4.78	1.18
To develop aesthetic awareness.....	412	4.64	1.15

* Key: 1 = Very unimportant 4 = Slightly important
 2 = Moderately unimportant 5 = Moderately important
 3 = Slightly unimportant 6 = Very important

B. ADVANCED PLACEMENT

Table 32 lists methods commonly used by deans in awarding credit for previous educational coursework. The College Level Examination Program (CLEP) and teacher-made challenge exams were the most frequently used methods.

Table 32 Methods Used to Award Advanced Placement Credit
(n=461)

Method	n	%
College Level Examination Program (CLEP).....	315	68.3
American College Testing Proficiency Exam (ACT-PEP).....	275	59.7
NLN exams.....	192	41.6
Teacher-made challenge exams.....	176	38.2
Clinical skills proficiency test.....	143	31.0

The most frequently used NLN exams in order of frequency were: RN Mobility Profile, Maternal Child/Pediatrics, Psychology/Mental Health, Adult Health, Medical-Surgical, Anatomy and Physiology, and Nutrition. For ACT-PEP, the Maternal Child/Pediatrics, Psychology/Mental Health, Adult Health, and Medical-Surgical exams were used in order of frequency. Types of clinical skill proficiency tests used were: specific teacher-made tests, health assessment examinations, clinical performance, and simulated/computer assisted or skills/laboratory demonstrations.

C. SATELLITE/OUTREACH LOCATIONS

Thirty-seven percent of the responding deans (n=171) reported using satellite/outreach locations for teaching RN students. Of these programs, the mean number of locations was 2.7 per school with about 42% of the total enrolled RN students using them.

D. SCHEDULING OPTIONS

Table 33 lists some program scheduling options available to RN students to complete their BSN coursework.

Table 33 Scheduling Options of Baccalaureate Programs

Program	Deans (n=461) Available		RN Students (n=742) Used by RN Students	
	n	%	n	%
Day program.....	339	73.5	563	75.9
Evening program.....	295	64.0	494	66.6
Year round program (with summer)...	258	56.0	431	58.1
Academic year program (Sept-June)...	243	52.7	NA*	NA*
Weekend program.....	74	16.1	106	14.3

* NA = Not in student questionnaire

E. TYPES AND TUITION COSTS OF TERMS

In reviewing course terms, 84% of deans reported being on a semester system, 13% on a quarter system and 3% on a trimester system. To be considered a full-time student, an RN student needed to carry a mean number of 11.8 hours per semester, 12.1 hours per quarter and 9.5 hours per trimester. Table 34 displays the amount per credit hour for in-state tuition and out-of-state tuition (if different). If students paid a fee and not tuition, the amount was not included in the analysis.

In-state tuition if on semester basis was lower in the South than in other regions of the country for RN students ($F(3,338)=9.869, p<.001$) and for generic students ($F(3,263)=8.983, p<.001$). Universities had lower in-state tuition if on semester basis for RN students, ($t(330)=-4.64, p<.001$), and generic students, ($t(232)=-4.75, p<.001$) than four-year colleges.

Table 34 Tuition Charged Per Credit Hour by Type of Term

Type of Term	In-State		Out-of-State	
	n	Cost	n	Cost
Semester.....	340	\$120.50	213	\$143.58
Quarter.....	48	69.12	38	119.75
Trimester.....	11	143.46	4	152.75

Note: Out-of-state tuition reported only if different from in-state tuition

F. COURSE REQUIREMENTS

1. General: Regulations and Credit Hour Requirements

Less than one-fourth of the responding deans reported that their states had regulations or statutes about specific RN baccalaureate curriculum and/or education areas. Table 35 displays the deans' responses to specific areas of regulation.

Table 35 State Regulations or Statutes about Curriculum and/or Educational Areas (n=461)

Area	n	%
State planning groups to discuss policies about curricula/credit requirements	103	22.3
Credit for previous nonnursing education..	63	13.7
Curriculum requirements of RN baccalaureate education.....	41	8.9
Credit for previous nursing education.....	40	8.7

Table 36 summarizes the number of mean credit hours an RN student must complete to receive the BSN degree. Due to the complexity of separating upper and lower division courses in the data, the number of credit hours that are challenged and/or transferred is unknown.

Table 36 Credit Hours Required to Complete BSN Degree (n=461)

<u>Component</u>	<u>Semester</u>		<u>Quarter</u>	
	<u>Number</u> <u>Schools</u>	<u>Credit</u> <u>Hours</u>	<u>Number</u> <u>Schools</u>	<u>Credit</u> <u>Hours</u>
Nonnursing credit hours.....	344	70	52	104
Nursing courses without clinical component.....	344	21	52	31
Nursing courses with clinical component.....	344	36	52	55
Total.....	344	127	52	190

2. Specific Course Requirements

At the 1986 AACN semiannual meeting, the Essentials of College and University Education for Professional Nursing document¹ was adopted by the membership. This document provided the framework for the curriculum questions for the nursing and nonnursing content/coursework requirements in the deans' and students' questionnaires.

a. Nonnursing Content/Course Requirements

Table 37 gives a general overview on the nonnursing course/content requirements and the options available to challenge and transfer content/coursework. The primary coursework that RN students transferred was psychology, sociology, and microbiology. No more than 15% challenged content in any nonnursing area. Nutrition (14%) and pharmacology (15%) were the most frequently challenged.

RN students prior to receiving the BSN and six months after graduating from the BSN program perceived anatomy and physiology, pathophysiology, pharmacology, biology, microbiology, and nutrition as moderately to very important in applying to clinical practice. Also perceived as moderately to very important were psychology, sociology, and growth and development in the social sciences; ethics, speech, and english composition in the humanities/liberal arts; and management and computer technology studies.

¹American Association of Colleges of Nursing: Essentials of College and University Education for Professional Nursing, The Association, Washington, D.C. 1986.

Table 37 Deans' Report on Required Sciences and Liberal Arts BSN Content/Courses (n=461) and How Content Can Be Acquired (n=461), and RN Students' Report on How Content Was Met (n=742), and Perceptions of RN Students (n=742) and RN Graduates (n=427) about It's Importance to Clinical Practice

CONTENT	How Content Can be Acquired Deans (n=461)					How Content Was Met RN Students (n=742)				Degree of Importance to Clinical Practice					t	p
	R Z	C Z	T Z	I Z	S Z	C Z	T Z	E Z	DNH	n	Mean ^a	SD	Mean ^a	SD		
Scientific/Mathematical:																
Mathematics.....	53.1	38.2	57.0	6.7	54.0	5.5	37.6	27.1	27.9	272	2.69	.93	2.77	.92	-1.31	.191
Statistics.....	65.5	23.9	70.3	3.9	69.4	.9	17.9	58.0	21.0	316	2.81	.87	2.45	.95	6.89	.001
Biology.....	41.9	27.8	51.8	4.1	49.5	3.8	51.3	18.5	24.0	285	3.43	.77	3.21	.81	4.59	.001
Microbiology.....	86.1	49.5	83.9	2.8	78.7	5.4	70.6	19.0	3.0	367	3.34	.76	3.25	.78	2.15	.032
Anatomy & Physiology.....	89.6	53.1	84.6	3.3	79.6	8.8	67.1	23.2	2.2	373	3.85	.42	3.76	.51	3.22	.001
Chemistry.....	87.4	47.5	85.7	2.2	80.9	2.3	55.0	42.7	3.4	380	2.89	.87	2.68	.87	4.48	.001
Nutrition.....	64.0	44.9	64.6	19.3	57.3	13.7	46.1	21.2	16.8	309	3.48	.68	3.49	.69	-.14	.890
Pharmacology.....	46.2	30.8	43.6	33.6	37.7	14.7	33.2	19.0	30.6	242	3.70	.62	3.73	.55	-.64	.526
Pathophysiology.....	56.4	28.0	44.5	27.3	45.3	8.1	19.9	44.3	25.2	269	3.75	.56	3.74	.57	.36	.718
Social Sciences:																
Psychology.....	87.2	51.6	85.9	2.2	79.0	3.6	72.2	26.7	1.9	377	3.46	.69	3.57	.61	-2.99	.003
Sociology.....	84.6	49.7	84.6	2.2	78.3	2.7	71.3	23.0	3.5	370	3.18	.74	3.22	.80	-1.14	.254
Growth & Development.....	77.7	44.7	76.4	12.1	68.3	10.5	51.5	29.1	8.1	340	3.56	.63	3.36	.79	4.77	.001
Anthropology.....	24.5	12.1	42.7	4.8	38.6	.1	17.9	19.5	58.8	141	2.48	.93	2.36	.94	1.76	.081
Economics.....	10.8	10.4	34.5	6.1	33.2	.3	11.3	5.4	78.8	65	2.45	.94	2.60	.90	-1.46	.150
Political Science.....	23.2	14.8	43.6	4.1	42.1	.5	23.7	12.1	60.4	128	2.08	.91	2.10	.86	-.35	.727
Humanities/Liberal Arts:																
Philosophy, Logic.....	45.1	15.4	57.0	3.7	53.4	.7	24.5	36.4	36.4	239	2.51	.90	2.62	.93	-1.94	.054
Religion.....	33.6	11.3	46.0	3.9	45.1	.5	14.8	26.1	54.9	164	2.54	.88	2.65	.85	-1.75	.082
Ethics.....	34.5	11.7	44.7	16.5	38.6	1.1	13.6	38.1	44.7	208	3.43	.72	3.51	.67	-1.48	.141
English Composition.....	89.8	11.3	86.1	1.1	80.7	4.7	65.1	28.2	2.6	373	3.13	.84	3.13	.86	.00	1.000
Literature/Classics.....	58.4	29.5	65.7	1.5	61.8	4.2	41.2	33.7	19.0	293	2.21	.86	2.22	.86	-.18	.860
Speech.....	37.1	16.7	50.8	3.0	48.2	1.2	34.8	21.7	39.2	229	3.05	.89	3.12	.88	-1.27	.204
Foreign Language.....	11.3	13.2	33.2	.7	32.3	1.3	17.9	7.8	69.4	89	2.18	.94	2.29	.97	-1.07	.289
History/Geography.....	51.4	27.1	60.3	.9	57.9	2.4	40.4	28.7	26.1	263	1.81	.78	1.87	.77	-1.41	.158
Other Studies:																
Management.....	25.8	9.3	28.4	12.6	31.5	2.2	5.7	48.9	37.5	221	3.53	.68	3.45	.75	1.50	.134
Computer Technology.....	23.6	9.5	36.7	6.9	35.6	.4	5.3	17.1	69.7	80	3.06	.89	3.10	.82	-.34	.738
Research.....	57.3	11.9	37.5	12.6	51.0	1.5	3.0	77.0	14.6	327	3.22	.80	2.88	.97	6.41	.001

* Key: R = Required I = Integrated E = Enrolled
C = Challenged S = Separate Course DNH = Did not have
T = Transferred

1 = Not important 3 = Moderately important
2 = Minimally important 4 = Very important

b. Nursing Content/Course Requirements

In Table 38, the deans report on nursing content/course requirements and the options available to challenge and/or transfer these areas. Most of the required content was integrated, except for nursing research and physical assessment, which were taught as separate courses. The nursing content or courses that deans perceived to have the greatest degree of emphasis in their baccalaureate programs were nursing process, nursing diagnosis, wellness and health promotion, leadership principles and skills, and physical assessment. Similarly, the RN students perceived the greatest degree of content/coursework emphasis in the areas of nursing process, nursing diagnosis, and wellness and health promotion. The content areas RN students considered most important to clinical practice were physical assessment skills, wellness and health promotion, and setting priorities principles/skills.

RN students' perceptions of their skill levels at the beginning versus the completion of the BSN program were highly significant at $p < .001$ in all nursing content areas using a matched t-test, as illustrated in Table 39. Using t-test values, the greatest change in skill level occurred in the areas of nursing research, theories/models of nursing practice, nursing diagnosis, change theory principles, trends and issues in nursing, the nursing process, wellness and health promotion, health care delivery, and legal/legislative principles. These areas are theoretical and integral concepts of baccalaureate nursing education. All changes were positive with beginning mean skill level range of 1.38 to 2.93 and completion mean skill level range of 2.06 to 3.59. Of these six nursing contents, the most frequently applied content by RN graduates in their clinical practice was the nursing process. The last column in Table 39 reflects those RN graduates who actually applied the content in clinical practice.

Table 38 Deans' Report on Required Nursing Content/Courses, How Content Was Acquired, and Degree of Emphasis Placed on Content (n=461)

	Content/Course Requirements					Degree of Emphasis		
	R %	C %	T %	I %	S %	n	Mean*	SD
General								
Nursing Process.....	90.5	27.3	23.0	78.7	10.6	413	5.80	.56
Nursing Diagnosis.....	89.4	24.9	19.1	82.4	3.7	413	5.62	.76
Theories/Models of Nursing Practice..	86.6	14.5	16.3	70.7	14.3	408	4.81	1.16
Historical Aspects of Nursing.....	80.7	18.7	19.7	69.6	11.3	397	4.00	1.16
Nursing Research.....	90.7	15.4	32.8	23.4	68.5	412	5.46	.69
Standards of Nursing Practice.....	86.3	14.8	14.1	83.5	2.6	406	5.08	.94
Ethics of Nursing Practice.....	87.0	13.9	16.3	76.4	13.0	408	5.36	.81
Trends and Issues in Nursing.....	89.8	16.3	24.1	46.2	44.0	413	5.17	.88
Physical Assessment Skills.....	89.4	33.0	35.8	33.0	59.0	410	5.49	.71
Supportive/Environmental Knowledge:								
Wellness and Health Promotion.....	86.1	19.1	14.8	79.2	10.0	397	5.58	.68
Human Spirituality Principles/Needs..	69.0	14.3	11.3	75.3	3.5	379	4.38	1.34
Cross Cultural Issues/Principles.....	80.9	15.4	12.8	81.8	5.6	395	4.71	1.04
International Health Principles/Issues	45.8	9.3	8.7	57.0	3.9	342	3.45	1.48
Family & Group Dynamic Principles....	85.5	18.2	14.8	73.3	15.8	396	5.36	.79
Health Care Delivery Principles.....	85.2	13.2	12.8	77.4	11.9	393	5.13	.85
Legal/Legislative Principles/Issues..	85.2	13.2	13.0	78.1	12.4	395	5.02	.89
Political Principles/Issues.....	81.3	10.4	11.5	76.1	10.8	392	4.69	1.03
Ethical Principles/Issues.....	84.8	13.2	13.4	76.4	14.3	396	5.26	.84
Economic/Cost Containment								
Principles/Issues.....	73.1	9.8	10.2	75.5	5.4	379	4.36	1.15
Occupational Health Issues/Needs.....	65.9	8.7	8.2	70.9	3.5	369	3.83	1.36
Integrative/Knowledge Skills:								
Physiological Alterations.....	85.5	26.0	18.2	70.9	16.7	387	5.39	.81
Psychological Alterations.....	85.2	24.3	15.8	75.5	11.7	386	5.37	.80
Social Alterations.....	83.1	20.6	13.7	78.1	5.9	384	5.15	.90
Adaptive Knowledge/Skills:								
Organizational Principles/Skills.....	84.2	11.7	14.3	61.2	29.3	382	5.14	.83
Management Principles/Skills.....	86.3	12.6	15.6	50.8	39.3	385	5.27	.81
Leadership Principles/Skills.....	86.6	11.9	14.3	53.6	36.9	385	5.50	.67
Assertiveness Principles/Skills.....	73.8	9.5	10.2	74.2	8.5	373	4.81	1.02
Setting Priorities Principles/Skills..	83.3	10.8	10.8	79.8	6.5	383	5.25	.90
Teaching/Learning Principles/Skills..	85.7	13.4	13.0	76.6	11.9	385	5.44	.71
Crisis Intervention/Stress								
Management Principles/Skills.....	82.9	13.0	11.1	77.9	7.8	383	5.01	.90
Change Theory Principles.....	83.5	10.0	10.4	74.6	10.8	384	5.04	.99
Computer-Information Processing								
Principles/Skills.....	39.0	6.5	13.0	34.7	20.2	309	3.62	1.63
Communication:								
Supervision of Nursing Care.....	76.1	9.5	8.7	68.8	10.0	366	4.90	1.14
Documentation of Concise Data								
Using Standard Terminology.....	79.4	13.7	10.2	78.3	2.0	367	5.18	1.04
Collaboration with Client/Health								
Care Providers to Establish								
Mutual Client Objectives/Goals.....	84.6	11.9	9.3	82.2	2.6	381	5.43	.77
Use of Interdisciplinary								
Resources/Relationship(s).....	82.4	11.1	9.3	81.8	1.5	382	5.10	.89
Promotion of Group Dynamics.....	83.9	11.3	9.5	78.1	7.4	382	5.25	.83

*Key: R=Required I=Integrated 1=No/low emphasis 4=Slightly high emphasis
 C=Challenged S=Separate 2=Moderately low emphasis 5=Moderately high emphasis
 T=Transferred course 3=Slightly low emphasis 6=Very high emphasis

Table 39 RN Students' Perceptions on Content Emphasis During BSN Program, Importance of Content to Clinical Practice, and Their Skill Level at Beginning vs. Completion of BSN Program and Clinical Application Six Months After Graduation

General	n	Emphasis		Importance		Skill Level Beginning		Skill Level Completion		t	p	Clinical Application		
		Mean ^a	SD	Mean ^a	SD	n	Mean ^a	SD	Mean ^a			SD	n	%
Nursing Process.....	734	3.89	.36	3.64	.61	734	2.55	.87	3.59	.53	-32.28	<.001	347	81.3
Nursing Diagnosis.....	735	3.82	.46	3.61	.64	735	2.33	.96	3.54	.57	-33.54	<.001	301	70.5
Theories/Models of Nursing Practice..	728	3.69	.56	2.92	.90	726	1.69	.77	3.05	.71	-43.19	<.001	134	31.4
Historical Aspects of Nursing.....	726	3.03	.70	2.44	.89	728	1.99	.74	2.79	.73	-28.35	<.001	57	13.3
Nursing Research.....	732	3.74	.51	3.28	.81	731	1.38	.62	3.08	.66	-57.56	<.001	190	44.5
Standards of Nursing Practice.....	728	3.60	.59	3.64	.59	729	2.53	.89	3.30	.68	-26.07	<.001	353	82.7
Ethics of Nursing Practice.....	726	3.53	.62	3.67	.55	732	2.67	.86	3.37	.62	-24.86	<.001	364	85.2
Trends and Issues in Nursing.....	728	3.62	.55	3.43	.72	736	2.26	.81	3.33	.66	-34.28	<.001	307	71.9
Physical Assessment Skills.....	728	3.61	.63	3.85	.40	731	2.50	.88	3.46	.61	-31.50	<.001	347	81.3
Supportive/Environmental Knowledge:														
Wellness and Health Promotion.....	704	3.77	.51	3.77	.48	705	2.46	.78	3.45	.58	-34.24	<.001	347	81.3
Human Spirituality Principles/Needs..	699	3.14	.82	3.41	.71	704	2.55	.81	3.07	.75	-21.38	<.001	337	78.9
Cross Cultural Issues/Principles....	703	3.31	.72	3.31	.74	706	2.23	.77	2.96	.76	-27.20	<.001	288	67.4
International Issues of Health Care..	693	2.61	.86	2.69	.91	697	1.71	.73	2.25	.91	-20.63	<.001	108	25.3
Family & Group Dynamic Principles....	702	3.65	.61	3.59	.60	703	2.32	.79	3.28	.67	-32.91	<.001	334	78.2
Health Care Delivery Principles.....	702	3.55	.63	3.47	.66	704	2.40	.78	3.18	.70	-27.82	<.001	330	77.3
Legal/Legislative Principles/Issues..	706	3.42	.67	3.45	.70	706	2.11	.80	3.06	.75	-33.55	<.001	289	67.7
Political Principles/Issues.....	704	3.15	.79	3.19	.80	705	1.87	.72	2.79	.79	-31.21	<.001	196	45.9
Ethical Principles/Issues.....	707	3.50	.64	3.59	.59	708	2.56	.80	3.27	.65	-26.65	<.001	353	82.7
Economic/Cost Containment														
Principles/Issues.....	697	3.08	.80	3.41	.69	693	2.23	.83	2.96	.76	-25.52	<.001	324	75.9
Occupational Health Issues/Needs....	700	2.87	.83	2.97	.82	704	1.87	.77	2.58	.86	-25.66	<.001	208	48.7
Integrative/Knowledge Skills:														
Physiological Alterations.....	697	3.50	.67	3.68	.54	700	2.80	.75	3.37	.61	-22.97	<.001	372	87.1
Psychological Alterations.....	694	3.54	.65	3.61	.58	700	2.68	.74	3.31	.65	-25.04	<.001	373	87.4
Social Alterations.....	691	3.48	.66	3.53	.63	698	2.57	.77	3.23	.67	-26.35	<.001	357	83.6
Adaptive Knowledge/Skills:														
Organizational Principles/Skills.....	705	3.35	.74	3.63	.58	709	2.58	.87	3.34	.64	-27.66	<.001	363	85.0
Management Principles/Skills.....	711	3.55	.66	3.62	.56	708	2.34	.86	3.28	.66	-31.49	<.001	323	75.6
Leadership Principles/Skills.....	708	3.70	.54	3.71	.51	710	2.52	.87	3.41	.62	-30.61	<.001	357	83.6
Assertiveness Principles/Skills.....	704	3.43	.70	3.68	.53	709	2.55	.87	3.31	.65	-26.49	<.001	376	88.1
Setting Priorities Principles/Skills..	709	3.39	.75	3.77	.47	707	2.91	.81	3.47	.60	-21.56	<.001	380	89.0
Teaching/Learning Principles/Skills..	710	3.68	.56	3.70	.51	709	2.54	.82	3.45	.60	-31.24	<.001	370	86.7
Crisis Intervention/Stress														
Management Principles/Skills.....	712	3.33	.71	3.61	.56	708	2.43	.81	3.18	.68	-27.34	<.001	351	82.2
Change Theory Principles.....	694	2.15	.88	3.24	.78	694	1.89	.80	2.97	.78	-32.46	<.001	282	66.0
Computer-Information Processing														
Principles/Skills.....	692	2.17	.88	2.92	.92	687	1.54	.74	2.06	.94	-18.31	<.001	198	46.4
Communication:														
Supervision of Nursing Care.....	692	3.10	.87	3.51	.66	694	2.75	.88	3.24	.74	-20.23	<.001	336	78.7
Documentation of Concise Data														
Using Standard Terminology.....	697	3.26	.88	3.67	.57	700	2.93	.84	3.39	.65	-18.34	<.001	374	87.6
Collaboration with Client/Health Care Providers to Establish														
Mutual Client Objectives/Goals.....	692	3.47	.76	3.55	.65	698	2.61	.87	3.27	.72	-23.62	<.001	343	80.3
Use of Interdisciplinary														
Resources/Relationship(s).....	702	3.46	.72	3.55	.63	702	2.65	.89	3.31	.65	-23.32	<.001	357	83.6
Promotion of Group Dynamics.....	704	3.49	.70	3.42	.66	704	2.31	.83	3.14	.73	-28.84	<.001	303	71.0

^a Key: **Emphasis:**

1=None 3=Moderate
2=Low 4=High

Importance:

1=Not important 3=Moderately
2=Minimally 4=Very

Skill Level:

1=Not skilled 3=Moderately
2=Minimally 4=Very

in Table 40, deans reported that the most frequently required clinical content experiences were community health, medical-surgical adult health, and psychiatric/mental health. These areas were perceived by both the deans and the RN students as receiving the greatest degree of emphasis in the curriculum.

RN students reported that medical-surgical adult health, community health, and cardiovascular clinical content experiences areas were the most important to clinical practice. RN students' perceptions of beginning versus completion skills in these nursing clinical areas are summarized in Table 40. The matched t-tests revealed all areas to be highly significant at $p < .001$ with the greatest change in skill level occurring in community health, gerontology, and infectious communicable care.

Table 40 Deans' Reports on Required Clinical Experience/Content, How Content Can Be Acquired ($n=461$) and Degree of Emphasis Placed on Content ($n=461$), RN Students' Report on Degree of Emphasis Placed on Content to Clinical Practice, and Their Clinical Skills at Beginning vs. Completion of BSN Program ($n=742$) on Clinical Skill Level at Beginning Versus Completion of BSN Program ($n=742$)

	Deans' Perceptions (n=461)										RN Students' Perceptions (n=742)																			
Clinical Area	How Acquired					Degree of Emphasis					Curriculum					Clinical					Skill Level									
	Content/Course Requirements										Emphasis					Importance					Beginning					Completion				
	R %	C %	T %	I %	S %	n	Mean*	SD	n	Mean*	SD	n	Mean*	SD	n	Mean*	SD	n	Mean*	SD	n	Mean*	SD	t	p					
Community Health.....	89.4	16.5	19.5	24.5	61.8	404	5.74	.55	710	3.87	.41	3.48	.73	723	1.81	.86	3.33	.66	-45.93	<.001										
Medical-Surgical Adult Health...	81.1	58.4	26.7	36.9	40.8	380	5.25	1.04	693	3.33	.87	3.66	.60	702	3.15	.72	3.46	.60	-15.30	<.001										
Psychiatric/Mental Health.....	79.8	53.6	24.1	35.8	38.4	377	5.18	1.08	686	3.17	.91	3.33	.79	697	2.44	.80	2.90	.82	-18.43	<.001										
Pediatrics/Child's Health.....	77.9	59.7	25.8	39.9	34.5	380	5.05	1.18	683	2.93	.93	3.18	.89	692	2.47	.84	2.76	.82	-13.53	<.001										
OB-GYN/Women's Health.....	75.9	56.8	25.4	40.1	31.0	372	4.89	1.28	677	2.86	.99	3.17	.88	690	2.55	.87	2.83	.86	-13.60	<.001										
Gerontology.....	68.1	24.1	16.5	69.8	10.8	377	4.75	1.06	692	3.06	.86	3.37	.78	705	2.45	.89	2.99	.82	-20.14	<.001										
Cardiovascular.....	63.8	30.2	14.8	68.8	4.3	353	4.62	1.22	683	2.89	.96	3.40	.75	701	2.73	.90	3.04	.82	-14.49	<.001										
Infectious/Communicable Care....	62.9	22.3	14.8	69.8	3.3	358	4.26	1.27	690	2.93	.90	3.34	.76	709	2.39	.77	2.88	.76	-19.62	<.001										
Rehabilitation.....	62.9	22.1	14.1	67.2	7.2	364	4.46	1.26	685	2.77	.95	3.11	.85	700	2.18	.81	2.60	.88	-17.53	<.001										
Long-Term Care.....	62.7	22.3	13.4	66.6	6.1	362	4.50	1.18	690	2.84	.92	3.19	.85	705	2.42	.90	2.82	.87	-16.73	<.001										
Critical Care.....	51.8	23.2	13.4	49.0	14.3	346	4.29	1.46	690	2.69	1.00	3.28	.87	706	2.55	1.08	2.85	1.02	-13.29	<.001										
Perioperative Care.....	49.5	28.9	16.3	59.2	4.1	336	3.89	1.45	660	2.40	.93	2.96	.95	681	2.51	.96	2.72	.96	-10.45	<.001										
Emergency Care.....	44.0	21.0	13.0	57.9	3.7	329	3.67	1.44	676	2.39	.94	3.21	.89	691	2.50	.95	2.74	.95	-12.19	<.001										

Key: R=Required
T=Transferred
I=Integrated
S=Separate course

Dean Emphasis
1=No/low emphasis
2=Moderately low emphasis
3=Slightly low emphasis
4=Slightly high emphasis
5=Moderately high emphasis
6=Very high emphasis

RN Emphasis
1=No emphasis
2=Low emphasis
3=Moderate emphasis
4=High emphasis

Importance to Clinical
1=Not important
2=Minimally important
3=Moderately important
4=Very important

Skill Level
1=Not skilled
2=Minimally skilled
3=Moderately skilled
4=Very skilled

* Key: R=Required
T=Transferred
I=Integrated
S=Separate course

Dean Emphasis
1=No/low emphasis
2=Moderately low emphasis
3=Slightly low emphasis
4=Slightly high emphasis
5=Moderately high emphasis
6=Very high emphasis

RN Emphasis
1=No emphasis
2=Low emphasis
3=Moderate emphasis
4=High emphasis

Importance to Clinical
1=Not important
2=Minimally important
3=Moderately important
4=Very important

Skill Level
1=Not skilled
2=Minimally skilled
3=Moderately skilled
4=Very skilled

In Table 41, deans of nursing reported on the type of clinical experiences required, if the experiences could be challenged and/or transferred, the type of clinical supervision options that RN students received, and the actual supervision that the RN students received. RN students' perceptions of their beginning versus completion levels of preparedness levels in all clinical settings was highly significant at $p < .001$ using a matched t-test. All changes were positive with the beginning mean skill level range of 1.63 to 3.30 and the completion skill level range of 1.88 to 3.51. The greatest change in preparedness occurred in the nonhospital settings of community care and home health care. The greatest significant changes in increased level of preparedness in acute settings were in infectious/communicable care and psychiatric care. Under ambulatory care settings, the greatest significant change was in the preparedness in the wellness/screening and general clinics.

Table 41 Deans' Report on Clinical Experience Requirements, Clinical Supervision Options, and Clinical Supervision Received by RN Students (n=461); RN Students' Report on Level of Preparedness at the Beginning vs. Completion of BSN Program (n=742)

	Supervision Type						Actual Supervision					n	RN Students				t	p
	Deans (n=461)			Deans (n=461)			Type RN Students Received (n=742)				Degree of Preparedness							
	R %	C %	T %	D %	P %	I %	D %	P %	I %	DNH	Mean		SD	Mean	SD			
ACUTE CARE SETTING																		
Medical Surgical.....	64.2	39.5	18.2	49.0	18.2	5.0	30.6	6.2	9.4	51.1	601	3.30	.75	3.51	.62	-9.84	<.001	
Psychiatric Care.....	57.5	35.1	16.3	43.0	17.4	4.3	23.0	5.7	8.4	60.9	585	2.49	.83	2.85	.83	-14.11	<.001	
Pediatric Care.....	55.3	39.3	18.2	40.3	16.1	3.7	20.2	3.4	6.2	68.1	574	2.49	.86	2.74	.85	-10.55	<.001	
Obstetric/GYN Care.....	54.2	39.0	18.7	38.8	15.4	3.9	18.2	5.4	5.5	69.0	574	2.60	.88	2.85	.85	-10.39	<.001	
Cardiovascular.....	42.5	22.6	13.4	36.2	16.5	4.3	18.6	9.7	6.9	63.6	584	2.84	.89	3.08	.82	-10.77	<.001	
Rehabilitation.....	38.6	15.8	11.5	29.1	16.3	5.2	16.2	4.7	5.9	70.9	564	2.26	.85	2.60	.90	-13.34	<.001	
Intensive Care.....	31.5	15.6	9.8	29.9	18.2	3.7	15.0	10.5	4.7	68.7	599	2.64	1.06	2.89	1.00	-10.65	<.001	
Infectious/Communicable Care.....	30.6	13.7	11.3	24.5	14.8	5.4	16.4	5.3	7.0	69.1	573	2.50	.83	2.87	.80	-14.17	<.001	
Emergency Care.....	22.8	11.5	8.7	19.5	17.8	4.1	84.0	7.0	4.7	78.2	573	2.51	.99	2.70	.97	-8.88	<.001	
AMBULATORY CARE SETTING																		
Wellness/Screening Clinic.....	54.7	10.4	9.3	38.2	23.9	9.1	25.6	16.7	12.4	44.1	606	2.22	.93	2.94	.86	-21.39	<.001	
General Clinic.....	32.3	7.6	7.4	22.1	19.1	4.8	14.8	11.1	6.3	62.0	523	2.26	.92	2.68	.97	-14.45	<.001	
Psychiatric Outpatient.....	28.9	9.8	6.5	22.8	17.4	6.1	8.0	4.4	4.2	80.3	530	2.01	.89	2.28	.99	-10.70	<.001	
Acute Care Clinic.....	24.3	8.9	7.6	17.8	17.4	6.1	9.6	5.3	4.2	77.9	529	2.33	.93	2.57	.96	-9.54	<.001	
Outpatient Surgery Care Clinic..	13.9	6.3	6.1	12.8	18.0	5.0	5.0	3.8	3.8	85.2	540	2.21	.97	2.41	.99	-9.24	<.001	
OTHER NONHOSPITAL SETTING																		
Community Health.....	83.7	9.8	10.8	64.4	28.0	7.6	47.0	28.6	17.3	9.2	671	1.91	.87	3.29	.67	-39.60	<.001	
Home Care Agencies.....	52.7	6.9	7.4	36.7	26.5	7.4	22.1	25.1	15.2	37.6	608	1.95	.91	2.90	.89	-26.36	<.001	
Long-Term Care/Nursing Home.....	31.5	10.4	7.6	28.6	13.4	6.1	11.7	2.6	6.7	76.7	524	2.38	.99	2.71	1.00	-11.71	<.001	
School Nurse.....	25.4	4.3	5.2	15.4	24.9	7.8	8.2	16.3	10.5	62.8	552	1.68	.79	2.37	1.03	-18.68	<.001	
Rehabilitation Center.....	18.2	5.2	4.3	17.6	15.6	5.2	10.1	3.6	5.4	78.2	526	2.00	.88	2.36	.98	-12.76	<.001	
Volunteer Agencies.....	15.2	3.7	3.9	8.0	17.1	8.9	5.3	5.0	13.6	73.5	532	1.92	.88	2.32	.99	-13.57	<.001	
Hospice.....	10.2	3.0	3.9	8.5	18.7	6.1	5.4	6.6	7.1	77.9	526	1.81	.85	2.29	.99	-15.10	<.001	
HMO.....	4.8	2.4	3.7	5.0	12.6	5.4	1.3	2.2	2.2	90.2	489	1.63	.81	1.88	.93	-10.16	<.001	
GERIATRIC SETTING																		
Community Health Agency.....	64.6	7.6	8.7	50.1	20.4	9.3	33.7	20.5	14.4	30.3	608	2.04	.92	3.09	.89	-27.74	<.001	
Home Care Agency.....	47.9	6.9	7.2	33.8	21.5	8.0	17.7	18.9	12.7	49.3	567	2.06	.95	2.88	.97	-22.25	<.001	
Acute Care Facility.....	40.1	12.1	9.3	35.8	13.7	3.5	22.9	6.2	8.0	60.8	553	2.86	.98	3.14	.93	-11.88	<.001	
Long-Term Care.....	29.5	6.5	5.6	26.2	14.8	6.1	10.2	3.1	5.0	77.2	496	2.30	1.02	2.65	1.04	-11.75	<.001	
Nursing Homes.....	28.9	10.2	7.8	28.6	12.6	4.8	10.6	2.4	5.7	78.7	523	2.47	.99	2.76	1.00	-10.82	<.001	
Senior Citizens Center.....	21.7	5.4	5.0	16.5	13.4	10.6	11.6	5.4	12.0	67.9	536	2.00	.92	2.32	1.02	-14.40	<.001	
Geriatric Day Care Center.....	15.2	4.1	4.1	11.3	14.1	8.5	7.5	4.0	6.3	79.0	522	1.99	.92	2.32	1.02	-12.17	<.001	
Retirement Facility.....	14.8	4.1	4.1	12.4	12.8	7.4	5.8	2.2	5.9	83.3	513	2.05	.98	2.33	1.04	-10.86	<.001	
Boarding House (SRO).....	3.0	2.0	3.0	4.8	8.9	5.6	1.2	.8	2.6	92.0	487	1.73	.87	1.92	.95	-8.76	<.001	

Key: R = Required
C = Challenged
T = Transferred

D = Direct faculty supervision
P = Preceptor
I = Independent DNH = Did not have

1 = Not prepared 3 = Moderately prepared
2 = Minimally prepared 4 = Very prepared

G. EVALUATION PROCEDURES

Faculty observation of RN students in clinical settings and preceptor systems for instruction in clinical agencies were rated as moderately effective in monitoring RN student performance (See Table 42). Additional responses cited by deans included self-evaluation, written documentation of the nursing process, and student contracts.

Table 42 Deans' Report on Effective Evaluation Procedures in Monitoring RN Student Performance (n=461)

	<u>n</u>	<u>Mean*</u>	<u>SD</u>
Actual faculty observation of RN students in clinical setting.....	402	5.38	1.14
Simulated clinical examinations.....	216	4.81	1.15
Preceptor system for instruction in clinical agency.....	313	5.15	1.11

*Key: 1=Very ineffective 4=Slightly effective
 2=Moderately ineffective 5=Moderately effective
 3=Slightly ineffective 6=Very effective

H. ADEQUACY OF BSN PROGRAM COMPONENTS

Table 43 shows RN student perceptions about the adequacy of program components in their BSN programs (n=742). RN students perceived the number of required non-nursing and nursing course hours as moderately to very adequate but rated ability to transfer/challenge number of clinical hours as slightly inadequate.

Table 43 RN Students' Perceptions about the Adequacy of BSN Program Components (n=742)

<u>Component</u>	<u>n</u>	<u>Mean*</u>	<u>SD</u>
Number of nursing course hours required.....	716	5.34	1.03
Number of nonnursing hours required.....	710	5.30	1.01
Number of clinical hours required.....	700	5.11	1.37
Courses taken with RNs only.....	614	5.10	1.39
Number of nonnursing course hours transferred..	653	5.06	1.34
Sites of clinical experience.....	698	4.65	1.41
Number of nonnursing course hours challenged...	404	4.52	1.57
Faculty advisement throughout the baccalaureate program.....	713	4.48	1.68
Bridge or transition courses required.....	442	4.44	1.43
Relevance of clinical practice coursework.....	704	4.42	1.52
Number of nursing course hours challenged.....	508	4.39	1.69
Courses taken with generic students.....	433	4.39	1.59
Number of nursing course hours transferred.....	554	3.94	2.04
Number of clinical hours challenged.....	387	3.78	1.93
Number of clinical hours transferred.....	476	3.58	2.13

*Key: 1 = Very inadequate 4 = Slightly adequate
 2 = Moderately inadequate 5 = Moderately adequate
 3 = Slightly inadequate 6 = Very adequate

I. TEACHING METHODOLOGIES

In addition to the traditional lectures, discussions and seminars, the majority of deans indicated that contractual agreements between faculty and RN students were used as a method of teaching. Other teaching methodologies in order of use were: modules for independent study, computer-assisted instruction, personalized systems of instruction and interactive videos. Seventy-two percent of the deans reported that RN students used the learning resource center or skills laboratory in the nursing program for an average of 25.7 hours per student per year.

J. PROFESSIONAL AND PERSONAL DEVELOPMENT

1. General Development

The greatest professional/personal growth areas reported by RN students were in research capabilities, confidence in academic abilities and preparation for graduate or professional school as described in Table 44. Students indicated the least growth in their job search skills, clinical judgment, and decision-making abilities. This may be because the RN students had developed adequate skill levels in these areas prior to entering their BSN program.

Table 44 RN Students' Perceptions of Professional and Personal Growth Since Entering the BSN Program (n=742)

<u>Area</u>	<u>n</u>	<u>Mean*</u>	<u>SD</u>
Research capabilities.....	729	3.15	.82
Confidence in academic abilities.....	728	3.14	.91
Preparation for graduate or professional school.....	733	3.14	.81
General academic knowledge.....	728	3.12	.76
Motivation to continue education after graduation.....	725	3.00	1.00
Ability to identify strength and weaknesses	727	2.97	.93
Cultural awareness and appreciation.....	732	2.92	.91
Leadership abilities.....	732	2.91	.89
General knowledge about living, life and self.....	730	2.91	.89
Analytical and problem-solving skills.....	730	2.90	.86
Nursing knowledge in general.....	724	2.90	.78
Attitudes, values, and personal qualities (curiosity, ethical integrity, intellectually drive, humaneness, emotional stability).....	733	2.84	.98
Ability to speak and write clearly.....	730	2.77	.96
Ability to work independently.....	730	2.74	1.08
Clinical judgment and decision-making.....	728	2.69	.97
Job search skills.....	729	2.43	1.01

*Key: 1 = No change
2 = Minimal improvement

3 = Moderate improvement
4 = Great improvement

2. Clinical Development

Table 45 summarizes RN students' ratings of the effectiveness of activities promoting professional development during clinical experiences. All activities were perceived as effective with the most being elective clinical experiences and independent learning contracts and the least being nursing rounds and team leadership or first level management experience.

Table 45 RN Students' Perceptions of Effective Activities to Provide Professional Development During Clinical Experience (n=742)

Activity	Effectiveness			Did Not Use
	n	Mean*	SD	
Elective clinical experiences.....	539	5.22	1.21	175
Independent learning contracts.....	508	5.22	1.20	203
Patient teaching projects.....	640	5.13	1.01	72
Preceptor system for instruction in clinical agency.....	551	5.05	1.21	163
Special teaching assignments for hospital staff (i.e., conducting a CPR class, etc.).....	453	4.98	1.15	262
Providing primary care.....	555	4.96	1.27	158
Physical assessment opportunities...	680	4.93	1.24	36
Developing comprehensive nursing care plans.....	664	4.92	1.23	51
Service projects for community.....	512	4.90	1.17	194
Clinical research project(s).....	560	4.86	1.18	151
Clinical conferences.....	645	4.71	1.20	67
Team leadership or first level management experience.....	434	4.50	1.46	280
Nursing rounds.....	302	4.29	1.52	410

* Key: 1 = Very ineffective 4 = Slightly effective
 2 = Slightly ineffective 5 = Moderately effective
 3 = Moderately ineffective 6 = Very effective

K. SPECIAL CURRICULUM AREAS

Changing health needs, advances in the science and practice of nursing, and evolving economic and political circumstances can precipitate alterations in curriculum. Areas of interest and concern that are impacting on nursing education were identified by the Project Advisory Committee as important for specific monitoring. They included ethical issues/dilemmas in nursing practice, computer technology, gerontology, long-term care, cross-cultural nursing, and the AIDS epidemic.

1. Ethical Issues/Dilemmas in Nursing Practice

In Table 46, RN students reported that the ethical dilemmas most frequently encountered in their nursing practice were: issues of informed consent, issues in regard to initiating resuscitation or discontinuing of lifesaving treatment, and moral dilemmas in caring for patients with poor prognosis or terminal illness.

Table 46 RN Students' Report on Ethical Dilemmas Encountered in Clinical Practice (n=742)

<u>Dilemma</u>	<u>n</u>	<u>Mean*</u>	<u>SD</u>
Issues of informed consent.....	683	4.57	1.54
Issues in regard to initiating resuscitation or discontinuing of lifesaving treatment.....	671	4.40	1.65
Moral dilemmas in caring for patient(s) with a poor prognosis/terminal illness.....	680	4.39	1.59
Evaluation of patient(s) level of competency to make own decision(s).....	668	4.19	1.59
Patient(s) refusing treatment.....	695	4.01	1.57
Issues regarding withholding information from the patient(s).....	612	3.46	1.76
Allocation of scarce resources.....	673	3.35	1.63

*Key: 1=Very infrequently 4=Slightly frequently
 2=Moderately infrequently 5=Moderately frequently
 3=Slightly infrequently 6=Very frequently

Table 47 lists RN students' perceptions of factors that assisted them to address ethical dilemmas in clinical practice. The most frequently cited factors were group discussion of ethical dilemmas with colleagues/peers, previous experience in dealing with ethical issues and ethics content in BSN programs.

Table 47 RN Students' Perceptions of Factors Contributing to Ability to Address Ethical Dilemmas (n=742)

<u>Factors</u>	<u>n</u>	<u>%</u>
Group discussion of ethical dilemmas with colleagues/peers.....	582	78.4
Previous experience in dealing with ethical issues in nursing care.....	491	66.2
Ethics content in baccalaureate nursing courses.....	490	66.0
Religious influence.....	479	64.6
Courses in humanities/philosophy/logic/ethics...	462	62.3
Literature/readings.....	419	56.5
Family influence.....	405	54.6
Role model observation.....	390	52.6
Workshops/seminars/conferences.....	308	41.5
Use of ethical frameworks/models.....	292	39.4
Inservice education programs.....	192	25.9
Ethics rounds in clinical agencies.....	42	5.7
Participation on agency ethics committee.....	34	4.6

On completion of the BSN program, RN students perceived being moderately to very prepared in all actions/activities when confronted by an ethical dilemma as outlined in Table 48. RN students reported being most prepared in identifying the moral aspects of nursing care, in gathering relevant facts relating to a moral issue, and consciously clarifying and applying their own values in assessing and resolving an ethical issue. A matched t-test between RN students' level of preparedness at the beginning and completion of their BSN program revealed significant differences at the $p < .001$ level in all areas. The greatest areas of change in preparation, as demonstrated by the t-test, were the use of an ethical framework or model to assist in the assessment and resolution of the dilemma and the ability to apply state/federal laws governing nursing practice in regard to the issue.

Table 48 RN Students' Report on Preparation for Actions/Activities When Confronted by Ethical Dilemmas at Beginning vs. Completion of BSN Program (n=742)

Activity/Action	n	Beginning		Completion		t	p
		Mean*	SD	Mean*	SD		
Able to identify the moral aspects of nursing care.....	721	3.04	.80	3.53	.54	-20.34	<.001
Able to gather relevant facts relating to a moral issue.....	719	2.89	.82	3.49	.59	-23.68	<.001
Consciously clarify and apply your values in assessing and resolving an ethical issue.....	719	2.86	.80	3.48	.58	-23.69	<.001
Actively participate in resolving the issue.....	716	2.72	.91	3.38	.68	-23.62	<.001
Able to propose alternative actions for resolving the dilemma.....	718	2.64	.84	3.34	.61	-26.51	<.001
Able to identify and utilize competent interdisciplinary staff, personnel and resources to assist in the clarification and resolution of the dilemma.....	721	2.61	.90	3.34	.67	-26.60	<.001
Able to choose and act on a resolution action.....	718	2.61	.88	3.24	.71	-24.41	<.001
Evaluate the resolution actions taken...	720	2.56	.90	3.25	.70	-26.21	<.001
Consciously apply ethical theories and principles in resolving the dilemma....	719	2.48	.87	3.29	.68	-27.94	<.001
Consciously use the Nursing Code of Ethics to help guide your actions.....	720	2.30	.94	3.12	.84	-27.59	<.001
Able to apply state/federal laws governing nursing practice in regard to the issue	722	2.23	.88	3.03	.78	-29.35	<.001
Use an ethical framework/model to assist your assessment and resolution of the dilemma.....	721	2.11	.84	3.04	.81	-30.63	<.001

*Key: 1 = Not prepared

2 = Minimally prepared

3 = Moderately prepared

4 = Very prepared

2. Computer Technology

Computer technology is revolutionizing the health care delivery system. Over half of the RN students indicated they learned to use computers at their place of employment or through on-the-job training. Other methods of learning computer skills included self-taught through access to own microcomputer, in a computer laboratory, in a separate computer course, through the library, and within a required or elective nursing course. Almost 18% of the RN students said they did not use computers.

When asked about the applications of computers in nursing, RN students reported most frequently using computerized library searches, management information systems, and patient monitoring systems; and least frequently using computerized care plans and patient teaching programs. RN students reported being most skilled in using computer management information systems and patient monitoring systems and least skilled in using computerized care plans or doing research data analysis. It should also be noted that RN students indicated that computer applications were not used in many areas (see Table 49).

Table 49 RN Students' Perceived Level of Skill in Applying Computers to Nursing

Area	Skill Level		Use		Do Not Use	
	Mean*	SD	n	%	n	%
Management information systems	4.19	1.64	453	62.2	275	37.8
Clinical agency patient monitoring systems.....	4.06	1.75	438	60.6	285	39.4
Library search.....	3.79	1.62	516	71.0	211	29.0
Word processing.....	3.63	1.85	358	49.9	359	50.1
Computer-assisted instruction....	3.37	1.72	361	50.1	360	49.9
Clinical agency/patient teaching	3.34	1.75	283	39.0	443	61.0
Computer labs as part of course..	3.24	1.72	339	46.9	384	53.1
Simulation labs using computers..	3.07	1.65	312	43.3	408	56.7
Research data analysis.....	3.01	1.57	371	51.2	353	48.8
Computerized care plan.....	2.90	1.82	252	35.0	468	65.0

* Key: 1 = Very unskilled 4 = Slightly skilled
 2 = Moderately unskilled 5 = Moderately skilled
 3 = Slightly unskilled 6 = Very skilled

Note: In all categories, there were some missing data

3. Gerontology, Long-Term Care, and Cross-Cultural Nursing

The aging population, the greater need for long-term care and the shift in the ethnic population in the country have influenced emphasis in nursing curriculum in these areas. Over 60% the responding deans (n=461) reported that gerontology, long-term care, and cross-cultural nursing were incorporated into the nursing program. Table 50 displays the three special interest areas and how they were incorporated into the baccalaureate nursing program. All three areas were most frequently integrated into nursing courses.

Table 50 Deans' Report on Incorporation of Gerontology, Long-term Care, and Cross-cultural Nursing in RN Nursing Programs (n=461)

Method of Incorporation	Gerontology		Long-Term Care		Cross-Cultural Nursing	
	n	%	n	%	n	%
Integrated in clinical courses....	349	75.7	345	74.8	337	73.1
Integrated in theoretical courses.	308	66.8	332	72.0	291	63.1
Separate elective course.....	90	19.5	66	14.3	8	1.7
Separate required theory course...	46	10.0	21	4.6	29	6.3
Separate clinical course.....	24	5.2	6	1.3	22	4.8

4. AIDS (Acquired Immune Deficiency Syndrome) Epidemic

To prepare nursing students for safe practice during the AIDS epidemic, 88% of the responding deans reported that AIDS was taught through integration in nursing courses and more than 50% indicated that AIDS-related aseptic principles and techniques were included in the skills laboratory. Other teaching methods about AIDS nursing care included clinical conferences (34.3%), seminars (20.2%), through specific clinical objectives (8.7%), and separate classes on AIDS/AIDS-related curriculum (5.6%). RN students indicated significant development in preparedness in infectious communicable care (see Table 41).

When asked if there had been an opportunity for their baccalaureate students to care for AIDS patients at a clinical facility, 55% of the deans said yes. Twenty-seven percent of the deans indicated that they had or were in the process of developing criteria for assigning students to AIDS patients. Of those deans that had already developed assignment criteria, 83% said that the student must demonstrate proper isolation technique skills prior to working with an AIDS patient. Other criteria included completion of course content and/or related content on AIDS, patient care given only under direct faculty supervision, and care of AIDS patients done on a voluntary basis.

At the time of completion of their BSN program, approximately 40% (n=288) of the RN students had an opportunity to care for a patient with AIDS in their clinical practice. From the follow-up survey, it appears that 49% of the RN graduates had cared for an AIDS patient before receiving their BSN degree and 52% afterwards, and 65% had taken care of an AIDS patient either before or after receiving their BSN degree (see Table 51).

Table 51 Number of AIDS Patients Cared for by RN Graduates
(n=427)

Number of AIDS Patients	Prior to BSN Degree		Six Months After Completion		At Any Time	
	n	%	n	%	n	%
None.....	195	(50.8)	181	(48.3)	143	(34.9)
1-4.....	130	(33.9)	126	(33.6)	267	(65.1)*
5-10.....	30	(7.8)	33	(8.8)		
More than 10.....	29	(7.6)	35	(9.3)		
No response.....	43		52		17	

*(1 or more AIDS patients)

Table 52 displays the RN graduates' perceptions of their level of preparedness in caring for AIDS patients 6 months after graduation and indicates where the knowledge or skill had been obtained in the BSN program, the place of employment, both or neither. It appears that RN graduates are receiving their AIDS education at their place of employment.

RN graduates had the most knowledge about individuals at risk, modes of transmission, physical signs, and symptoms of AIDS and least knowledge about financial support mechanisms for patients with AIDS.

Table 52 RN Graduates' Report on Level of Preparedness in Caring for
AIDS Patients (n=427)

AIDS Knowledge/Skill	Level of Preparedness			How Knowledge/Skills Attained			
	n	Mean*	SD	BSN Only	Work Only	BSN & Work	Not BSN or Work
Knowledge of individuals at risk, modes of transmission, physical signs and symptoms.....	397	3.44	.67	20.3	44.8	29.7	5.2
CDC recommendation on AIDS precautions for health care workers.....	397	3.36	.75	13.2	60.8	20.6	5.5
Clinical nursing care/management.....	397	3.05	.85	17.9	53.8	21.1	7.2
Indepth training in isolation techniques...	393	2.94	.97	9.2	62.6	15.0	13.2
Psychosocial support of patients.....	397	2.94	.86	35.8	33.3	18.4	12.4
Psychosocial support of family.....	398	2.86	.89	36.5	32.3	18.1	13.2
Education of patient.....	398	2.76	.93	33.3	36.7	13.9	16.1
Education of family and significant other..	397	2.73	.93	32.8	36.6	14.4	16.2
Ethical/legal implications.....	393	2.63	.91	33.6	31.8	17.9	16.7
Discharge planning/health care.....	394	2.18	.95	21.6	39.6	8.3	30.6
Drug management.....	396	2.15	.98	17.9	43.3	8.2	30.6
Special counseling techniques to assist patients and their families to cope with AIDS.....	395	2.10	.96	24.9	34.4	7.7	32.9
Financial support mechanisms.....	393	1.84	.89	20.3	34.8	5.5	39.3

*Key: 1 = Not prepared
2 = Minimally prepared

3 = Moderately prepared
4 = Very prepared

Eighty percent of RN graduates report that CDC guidelines about handling blood/body secretions are implemented at their place of employment. Over 50% of the agencies offer ongoing inservice programs on AIDS. Table 53 lists activities/policies about AIDS that are implemented in RN graduates' workplace.

Table 53 RN Graduates' Report on Activities/Policies about AIDS Implemented at Workplace (n=427)

Activity/Policy	n	%
Follow CDC guidelines in handling blood/body secretions.....	340	79.6
Offer ongoing inservice programs on AIDS.....	226	52.9
Generally require nurses to accept patient assignments.....	199	46.6
Provide positive institutional philosophy towards AIDS patients.....	191	44.7
Provide the latest information on AIDS with implications for health care workers every 3-6 months.....	165	38.6
Do not assign pregnant nurses to AIDS patients....	138	32.3
Test specific patients for AIDS.....	132	30.9
Assign AIDS patients on voluntary basis to nurses.....	47	11.0
Provide interdisciplinary group sessions to share feelings about caring for AIDS patients.....	45	10.5
Offer special outpatient program for patients who test positive or have AIDS.....	29	6.8
Require nurses to complete an intensive education program before caring for AIDS patients.....	29	6.8
Establish a unit specifically for AIDS patients...	26	6.1

Information about AIDS transmission is most accessible while financial support information is least accessible as seen in Table 54

Table 54 RN Graduates' Accessibility to Current AIDS Information (n=427)

Type of Information	n	%
Transmission of AIDS.....	346	81.0
AIDS policy at your place of employment.....	304	71.2
AIDS testing.....	300	70.3
Epidemiology/virology of AIDS.....	291	68.1
Public education about AIDS.....	279	65.3
Centers for Disease Control (CDC) guidelines....	278	65.1
Community resources.....	187	43.8
State health AIDS policy.....	169	39.6
Information from the Office of the Surgeon General (Public Health Service).....	166	38.9
National health AIDS policy.....	165	38.6
Drug management.....	125	29.3
Research recommendations for clinical management of AIDS patients.....	114	26.7
Financial support (insurance).....	65	15.2

The sources used to obtain the information on AIDS are shown in Table 55.

Table 55 Sources of Information about AIDS Used by RN Graduates

Source	n	%
Professional journals.....	351	82.2
Current employer.....	304	71.2
Newspapers.....	245	57.4
Magazines.....	221	51.8
TV/Radio.....	220	51.5
BSN program.....	189	44.3
Community programs.....	124	29.0
American Red Cross.....	65	15.2

When RN graduates were asked how much trust they placed in the information about AIDS, 8% said total trust, 66% moderate trust and 26% had minimal or no trust in what they were hearing. Ninety percent of the RN graduates believed that AIDS would have a major impact on the health care system in 1991 if a vaccine is not developed.

If given a choice in patient assignment, 93% of working RN graduates would readily/reluctantly with precautions provide direct physical care for a patient diagnosed with AIDS. Less than 8% of the RN graduates indicated that they would prefer only verbal interchange or no contact with patients with AIDS (see Table 56).

Of the 366 RN students who reported on the number of AIDS patients that they have cared for, 67% would readily provide direct care, 25% would reluctantly provide care and 7% would prefer only verbal or no contact for AIDS patients. Seventy-four percent of those graduates (n=246) who would readily give care for AIDS patients had previously cared for an AIDS patient versus 26% who had not cared for an AIDS patient ($\chi^2[2, n=366]=22.19, p<.001$).

Table 56 RN Graduates' Choice of Assignment for Patients with AIDS (n=409)

Type of Assignment	n	%
Readily provide direct physical nursing care taking precautions in handling body secretions/blood.....	273	66.75
Reluctantly provide direct physical nursing care taking precautions in handling body secretions/blood.....	107	26.16
Provide verbal interchange and no direct physical care.....	8	1.96
Choose to have no contact with AIDS patients..	21	5.13

SECTION V - CHARACTERISTICS OF FACULTY MEMBERS

A. DEMOGRAPHIC INFORMATION

Table 57 shows the gender and ethnic background of nursing faculty.

Table 57 Percent of Nursing Faculty by Gender and Ethnic Background (n=461)					
<u>Gender</u>	<u>Full-Time</u>	<u>Part-Time</u>	<u>Ethnic Background</u>	<u>Full-Time</u>	<u>Part-Time</u>
Female...	98.1	97.9	Caucasian.	92.2	94.9
Male.....	1.9	2.1	Black.....	5.0	3.2
			Hispanic..	1.4	0.8
			Asian.....	0.9	0.9
			Other	0.5	0.2

B. PROFESSIONAL DEVELOPMENT

Deans reported that full-time faculty members teaching on the baccalaureate level received 3.28 days per month for professional development (research, writing, continuing education, conferences). The most frequent way full-time faculty maintained their clinical expertise was by providing direct patient care as a faculty role model for students, as shown in Table 58.

Table 58 Methods Used by Full-Time Faculty to Maintain Clinical Expertise (n=461)			
<u>Methods</u>	<u>n Schools</u>	<u>Mean faculty Per School</u>	<u>SD</u>
Providing direct patient care as a faculty role model for students.....	252	11.55	13.88
Working at health care agency on own time as direct provider of care.....	347	4.36	4.50
Performing clinical practice at a school of nursing-controlled practice site.....	78	3.47	3.63
Performing clinical practice as a part of formal joint appointment arrangement.....	67	3.30	5.15
Maintaining an independent nursing practice...	185	1.84	1.50

C. TENURE

Forty-six percent of the responding deans indicated that their institution had a tenure track, 44% said they had both tenure and nontenure tracks and 10% said they had no tenure track. The mean percent of tenured faculty teaching on the baccalaureate level was 38% (n=321), with a range from 1% to 100% of nursing faculty.

D. FACULTY RATIOS

The mean ratio of faculty to support staff in baccalaureate nursing programs was 13 faculty to three support staff. For clinical supervision, there was a mean ratio of one faculty member for every 9.25 RN students and 8.65 for generic students. Deans reported the number of nursing faculty teaching on the baccalaureate level by the type of student taught: generic-only, RN-only or both generic and RN students. Most frequently, faculty taught both generic and RN students.

Table 59 shows a breakdown of nursing faculty by status. The percent of salaried faculty who were full-time varies from 82% if teaching both generic and RN students, 75% if teaching generic-only students and 67% if teaching RN-only students.

Table 59 Number of Nursing Faculty Teaching at Baccalaureate Level by Status

Faculty	Teach Generic-Only			Teach RN-Only			Teach Both Gen and RN			All Faculty		
	n	n	Mean n/	n	n	Mean n/	n	n	Mean n/	n	n	Mean n/
	School	Faculty	School	School	Faculty	School	School	Faculty	School	School	Faculty	School
Salaried Faculty												
Full-time	117	1518	12.97	158	646	4.09	310	4902	15.81	446	7066	15.84
	Range: 1-49			Range: 1-16			Range: 1-82			Range: 1-86		
Part-time	92	513	5.58	108	316	2.93	226	1062	4.70	345	1891	5.48
	Range: 1-40			Range: 1-18			Range: 1-36			Range: 1-49		
Total Salaried	124	2031	16.38	174	962	5.53	311	5964	19.18	447	8957	20.04
	Range: 1-64			Range: 1-22			Range: 1-110			Range: 1-110		
Nonsalaried Faculty												
Adjunct	22	113	5.14	50	358	7.16	99	1547	15.63	159	2018	12.69
	Range: 1-19			Range: 1-110			Range: 1-160			Range: 1-160		
Preceptors	27	991	36.70	77	1331	17.29	85	2619	30.81	169	4941	29.24
	Range: 2-242			Range: 1-60			Range: 1-300			Range: 1-300		
Total Non-salaried	43	1104	26.67	105	1689	16.09	140	4166	29.76	247	6959	28.17
	Range: 1-242			Range: 1-110			Range: 1-310			Range: 1-310		
Salaried and Nonsalaried Faculty												
All Faculty	132	3135	23.75	191	2651	13.88	314	10130	32.26	449	15916	35.45
	Range: 1-286			Range: 1-128			Range: 1-385			Range: 1-385		

Definitions:

Salaried faculty: salary paid by school of nursing. Includes joint appointment faculty who are employed by school of nursing and an agency. Faculty member classified full-time if 50% or more of salary paid by the school of nursing.

Non-salaried faculty: salary not paid by school of nursing.

- Adjunct professor: holds a primary job in another agency but is given adjunct academic rank by school of nursing.
- Preceptor: employed by a health care agency and holds no academic rank at school of nursing but assists through a contract with student clinical experiences at the agency.

In Tables 60, 61, and 62, faculty are compared by their highest educational degree attained. When comparing the percent of faculty with a doctoral degree, 21% of all faculty, 24% of full-time faculty, and only 10% of part-time faculty had doctorates. By type of student taught, the percent of faculty with a doctoral degree was 15% of those teaching generic students, 21% of those teaching RN students and 22% of those teaching both generic and RN students.

Table 60 Number of Nursing Faculty Teaching at Baccalaureate Level by Highest Educational Degree

Faculty	Teach Generic-Only			Teach RN-Only			Teach Both Gen and RN			All Faculty			Percent of all Faculty
	n School	n Faculty	Mean n/ School	n School	n Faculty	Mean n/ School	n School	n Faculty	Mean n/ School	n School	n Faculty	Mean n/ School	
Doctorate	83 Range: 1-25	308	3.71	104 Range: 1-29	238	2.29	264 Range: 1-53	1317	4.99	372 Range: 1-53	1863	5.01	20.5
Masters'	122 Range: 1-50	1575	12.91	174 Range: 1-99	864	4.97	303 Range: 1-63	4373	14.43	444 Range: 1-99	6812	15.34	75.1
BSN	36 Range: 1-26	139	3.86	9 Range: 1-11	28	3.11	69 Range: 1-33	192	2.78	103 Range: 1-33	359	3.49	5.9
Other	6 Range: 1-4	9	1.50	3 Range: 1-4	4	2.00	13 Range: 1-5	25	1.92	20 Range: 1-5	40	2.00	0.4
Total Nondoc- torate	129 Range: 1-52	1723	13.36	175 Range: 1-99	898	5.13	307 Range: 1-63	4590	14.95	448 Range: 1-99	7211	16.10	79.5
All Faculty	133 Range: 1-70	2031	15.27	180 Range: 1-128	1136	6.31	311 Range: 1-109	5907	18.99	448 Range: 1-128	9074	20.25	100

Note: "Other" category includes postgraduate certificates and advanced credentials in special areas.

Table 61 Full-Time Nursing Faculty Teaching at Baccalaureate Level by Highest Educational Degree

Faculty	Teach Generic-Only			Teach RN-Only			Teach Both Gen and RN			All Faculty			Percent of all Faculty
	n School	n Faculty	Mean n/ School	n School	n Faculty	Mean n/ School	n School	n Faculty	Mean n/ School	n School	n Faculty	Mean n/ School	
Doctor-ate	75	289	3.85	89	175	1.97	255	1197	4.69	351	1661	4.73	23.7
	Range: 1-25			Range: 1-13			Range: 1-49			Range: 1-49			
Master's	113	1171	10.36	150	493	3.29	298	3537	11.87	437	5201	11.90	74.1
	Range: 1-44			Range: 1-15			Range: 1-60			Range: 1-60			
BSN	17	50	2.94	4	12	3.00	28	74	2.64	46	136	2.96	1.9
	Range: 1-23			Range: 1-7			Range: 1-19			Range: 1-23			
Other	3	3	1.00	3	5	1.67	8	17	2.13	14	25	1.79	0.3
	Range: 1			Range: 1-3			Range: 1-5			Range: 1-5			
Total Nondoc-torate	115	1224	10.64	151	510	3.38	301	3628	12.05	441	5362	12.16	76.3
	Range: 1-46			Range: 1-15			Range: 1-62			Range: 1-62			
All Faculty	119	1513	12.71	158	685	4.34	304	4825	15.89	442	7023	15.87	100
	Range: 1-64			Range: 1-18			Range: 1-80			Range: 1-80			

Note: "Other" category includes postgraduate certificates and advanced credentials in special areas.

Table 62 Part-time Nursing Faculty Teaching at Baccalaureate Level by Highest Educational Degree

Faculty	Teach Generic-Only			Teach RN-Only			Teach Both Gen and RN			All Faculty			Percent of all Faculty
	n School	n Faculty	Mean n/ School	n School	n Faculty	Mean n/ School	n School	n Faculty	Mean n/ School	n School	n Faculty	Mean n/ School	
Doctor-ate	17	19	1.12	30	63	2.10	56	120	2.14	94	202	2.15	9.8
	Range: 1-2			Range: 1-29			Range: 1-16			Range: 1-29			
Master's	88	404	4.59	107	371	3.47	197	836	4.24	318	1611	5.07	78.6
	Range: 1-35			Range: 1-99			Range: 1-31			Range: 1-99			
BSN	29	89	3.07	9	16	1.78	49	118	2.41	81	223	2.75	10.9
	Range: 1-13			Range: 1-4			Range: 1-18			Range: 1-18			
Other	3	6	2.00	1	1	1.00	7	8	1.14	10	15	1.50	0.7
	Range: 1-4			Range: 1			Range: 1-2			Range: 1-5			
TOTAL Nondoc-torate	98	499	5.09	108	388	3.59	210	962	4.58	333	1849	5.55	90.2
	Range: 1-37			Range: 1-99			Range: 1-36			Range: 1-99			
All Faculty	101	518	5.13	115	451	3.92	220	1082	4.92	341	2051	6.02	100
	Range: 1-37			Range: 1-128			Range: 1-37			Range: 1-128			

Note: "Other" category includes postgraduate certificates and advanced credentials in special areas.

The clinical specialty areas of faculty can be seen in Tables 63, 64, and 65 with medical-surgical nursing predominating.

Table 63 Nursing Faculty Teaching at Baccalaureate Level by Clinical Specialty Area

Clinical Specialty	Teach Generic Only			Teach RN Only			Teach Both Gen and RN			All Faculty			Percent of all Faculty
	n School	n Faculty	Mean n/ School	n School	n Faculty	Mean n/ School	n School	n Faculty	Mean n/ School	n School	n Faculty	Mean n/ School	
Medical Surgical/ Adult Health	127	828	6.52	151	347	2.30	280	2132	7.61	431	3307	7.67	39.1
	Range: 1-29			Range: 1-11			Range: 1-42			Range: 1-44			
Community Health	75	197	2.63	128	219	1.71	283	920	3.25	424	1336	3.15	15.8
	Range: 1-7			Range: 1-7			Range: 1-26			Range: 1-26			
Psychiatric Mental Health	103	289	2.81	105	165	1.57	256	793	3.10	413	1247	3.02	14.7
	Range: 1-10			Range: 1-7			Range: 1-14			Range: 1-15			
OB-GYN Women's Health	115	311	2.70	75	93	1.24	243	669	2.75	387	1073	2.77	12.7
	Range: 1-17			Range: 1-7			Range: 1-24			Range: 1-24			
Pediatric Child's Health	112	311	2.78	72	95	1.32	243	642	2.64	379	1048	2.77	12.4
	Range: 1-17			Range: 1-7			Range: 1-20			Range: 1-20			
Other	29	48	1.66	32	38	1.19	94	364	3.87	135	450	3.33	5.3
	Range: 1-5			Range: 1-3			Range: 1-73			Range: 1-73			
All Faculty	141	1984	14.07	173	957	5.53	303	5520	18.22	440	8461	19.23	100
	Range: 1-65			Range: 1-35			Range: 1-146			Range: 1-146			

Table 64 Full-time Nursing Faculty Teaching at Baccalaureate Level by Clinical Specialty Area

Clinical Specialty	Teach Generic-Only			Teach RN-Only			Teach Both Gen and RN			All Faculty			Percent of all Faculty
	n	n	Mean n/	n	n	Mean n/	n	n	Mean n/	n	n	Mean n/	
	School	Faculty	School	School	Faculty	School	School	Faculty	School	School	Faculty	School	
Medical Surgical/Adult Health	112	592	5.29	126	235	1.87	276	1752	6.35	420	2579	6.14	38.8
	Range: 1-25			Range: 1-11			Range: 1-34			Range: 1-35			
Community Health	67	152	2.27	107	153	1.43	278	763	2.75	407	1068	2.62	16.1
	Range: 1-6			Range: 1-7			Range: 1-17			Range: 1-17			
Psychiatric Mental Health	92	202	2.20	81	107	1.32	249	649	2.61	386	958	2.48	14.4
	Range: 1-9			Range: 1-7			Range: 1-12			Range: 1-12			
OB-GYN Women's Health	102	233	2.28	58	70	1.21	237	553	2.33	367	856	2.33	12.9
	Range: 1-12			Range: 1-7			Range: 1-15			Range: 1-15			
Pediatric Child's Health	102	230	2.26	59	72	1.22	236	525	2.23	361	827	2.29	12.4
	Range: 1-13			Range: 1-7			Range: 1-12			Range: 1-14			
Other	19	31	1.63	22	26	1.18	73	302	4.14	104	359	3.45	5.4
	Range: 1-5			Range: 1-3			Range: 1-72			Range: 1-72			
All Faculty	126	1440	11.43	155	663	4.28	300	4544	15.15	436	6647	15.25	100
	Range: 1-51			Range: 1-35			Range: 1-144			Range: 1-144			

Table 65 Part-time Nursing Faculty Teaching at Baccalaureate Level by Clinical Specialty Area

Clinical Specialty	Teach Generic-Only			Teach RN-Only			Teach Both Gen and RN			All Faculty			Percent of all Faculty
	n	n	Mean n/	n	n	Mean n/	n	n	Mean n/	n	n	Mean n/	
	School	Faculty	School	School	Faculty	School	School	Faculty	School	School	Faculty	School	
Medical Surgical/Adult Health	76	236	3.11	68	112	1.65	153	380	2.48	248	728	2.94	40.1
	Range: 1-16			Range: 1-5			Range: 1-13			Range: 1-20			
Community Health	28	45	1.61	43	66	1.54	103	157	1.52	165	268	1.62	14.8
	Range: 1-6			Range: 1-3			Range: 1-9			Range: 1-9			
Psychiatric Mental Health	52	87	1.67	46	58	1.26	86	144	1.67	172	289	1.68	15.9
	Range: 1-5			Range: 1-4			Range: 1-7			Range: 1-8			
OB-GYN Women's Health	47	78	1.66	20	23	1.15	72	116	1.61	136	217	1.60	12.0
	Range: 1-6			Range: 1-2			Range: 1-9			Range: 1-9			
Pediatric Child's Health	45	81	1.80	21	23	1.10	80	117	1.46	141	221	1.57	12.2
	Range: 1-6			Range: 1-2			Range: 1-11			Range: 1-11			
Other	14	17	1.21	12	12	1.00	41	62	1.51	59	91	1.54	5.0
	Range: 1-3			Range: 1-1			Range: 1-7			Range: 1-7			
All Faculty	100	544	5.44	109	294	2.70	211	976	4.63	332	1814	5.46	100
	Range: 1-33			Range: 1-11			Range: 1-38			Range: 1-43			

SECTION VI - EMPLOYMENT TRENDS AND ISSUES

A. EMPLOYMENT HISTORY

1. Employment of RN Students during Nursing Career

RN students reported that they had worked primarily in hospitals during their nursing career as summarized in Table 66. Note that some RN students worked in more than one type of agency.

Table 66 RN Students' Employment During Nursing Career by Type of Agency and Length of Time Employed (n=742)

Type of Agency	n	%	Number of Years
Medical center hospital.....	410	55.3	6.18
Community hospital.....	391	52.7	6.22
Nursing home.....	70	9.4	2.62
Home health care.....	65	8.8	2.28
Physician's office.....	55	7.4	3.12
Veteran's administration.....	44	5.9	6.17
Community/public health agency.....	40	5.4	5.47
Psychiatric/mental health institute.....	38	5.1	5.01
Ambulatory care.....	27	3.6	3.83
Military nursing.....	20	2.7	4.62
School.....	8	1.1	6.83
HMO/surgical centers.....	6	0.8	5.38
Hospital/Clinic.....	4	0.5	1.00

During their employment tenure, 40.4% of the 742 RN students were employed in a small city (25,000-100,000 population), 36.8% in a metropolitan area, 25.7% in an inner city, 24.7% in suburban area, 19.8% in a rural area, and 3.1% in a foreign country. Within a hospital setting, the RN students indicated they had worked most frequently in medical-surgical and intensive care units. Table 67 displays a list of clinical units and the length of time employed.

Table 67 RN Students' Employment During Nursing Career by Type of Clinical Unit and the Length Of Time Employed (n=742)

Type of Clinical Unit in Hospital	n	%	Number of Years
General medical.....	345	46.5	2.92
Intensive care unit.....	287	38.7	4.27
General surgical.....	275	37.1	3.22
Combined medical/surgical.....	155	20.9	4.31
Emergency room.....	133	17.9	4.37
Obstetrics.....	132	17.8	4.30
Pediatrics.....	107	14.4	3.64
Special surgical.....	89	12.0	3.40
Special medical.....	84	11.3	2.44
Operating room.....	71	9.6	5.36
Geriatrics.....	68	9.2	3.19
Psychiatric/mental health institute.....	65	8.8	5.13
Oncology.....	36	4.9	3.06

2. Employment of RN Students During Baccalaureate Program

During their baccalaureate program, 89% of the RN students were currently employed in RN positions. Twenty-nine percent worked in small cities, 27% in metropolitan areas, 18% in suburban areas, 15% in inner cities and 11% in rural areas. Over 75% worked in hospitals with medical center hospitals predominating. Within a hospital, they worked most frequently in intensive care units, emergency rooms, obstetrics, and medical-surgical units. The RN students indicated that they currently worked a mean of 32.8 hours per week and averaged 32 hours per week during the entire time that they were enrolled in their baccalaureate program. Over 50% (n=394) planned to continue in their same RN position after receiving their BSN degree. Only 17% of the RN students planned to take a new position.

3. Employment of RN Graduates Six Months After Completing BSN Program

Ninety-four percent of the 456 RN graduates were employed in an RN position, with 76% employed full-time. Six percent of the RN graduates did not work in RN positions and listed the following reasons: unemployed due to family commitments or personal reasons; job hunting; working in a non-RN occupation; and attending school. The remaining statistics are based on 427 graduates who are employed.

Fifty-seven percent of the RN graduates worked in the same RN job as they had before completing their BSN degree. Twenty-seven percent reported that it was necessary to obtain a baccalaureate degree to maintain or obtain their current RN position. The major reasons given by RN graduates for not working in the same RN position were new employer (58%), promotion (17%), and lateral job change within an agency (15%).

By geographic area, the RN graduates worked in metropolitan areas (45%), small cities (33%), inner cities (12%) and rural areas (10%). Eighty-three percent of the RN graduates were employed in the same geographic setting (within 50 miles) of their baccalaureate program.

In looking at the type of proprietorship of the agency, 60% were employed by nonprofit organizations/corporations, 16% by for-profit organizations or corporations, 13% by government agencies such as public health service/city/county and/or state, and 5% by the Veterans Administration. Some RN graduates were employed in the military (2%) or were self-employed (1%).

The medical center hospital (39%) and the community hospital (30%) were the predominate agencies where RN graduates (n=427) were employed, followed respectively by specialty hospitals (5%), community or public health agency (3%), home health care (3%), and nursing homes (3%). Fewer than four RN graduates were employed by either an HMO, ambulatory care/surgical center, physician's office/group practice, or hospice.

Of 318 (74%) RN graduates working in a hospital, 28% worked in hospitals of 100-299 bed size, 33% in 300-449 bed size, and 32% in 500 or more bed size. About 6% were employed in hospitals under 100 beds.

Within hospitals, RN graduates worked most frequently in medical-surgical units (14.1%), emergency rooms (14.1%), critical care units (12.8%), obstetrics (8.4%), and psychiatric/mental health units (5.5%). More than 12% of the RN graduates reported working in multiple areas in a supervisory or float capacity.

B. EMPLOYMENT FACTORS

1. Salary and Pay Differential

The current mean salary reported by 297 RN graduates was \$26,759. For the 88 (20.6%) part-time RN graduates, the hourly mean wage was \$13.57. Eighty-four RN graduates indicated that in their current position there was a pay differential for having a BSN degree. The pay for an RN with a BSN degree was 5.79% higher if full-time and 2.67% higher if part-time when compared to an RN without a BSN degree.

2. Job Application Factors

In Table 68, factors that RN students rated as significantly most important when considering a position at the completion of their BSN program were working environment, opportunity to work to full potential, adequate staffing, good communication channels, and opportunity for advancement. The greatest change in the importance of factors in applying for a nursing position prior to entering the BSN program as compared to at the completion of the BSN program occurred in the opportunity to participate in policy making, philosophy of institution that complements personal or professional philosophy, opportunity for advancement, and good communication channels. The factor that changed the least was the geographic location of the institution. This may be due to the fact that 80% of the RN graduates remained within 50 miles of their BSN nursing program after graduating.

Table 68 RN Students' Perceptions of Importance of Factors in Applying for an RN Position (n=742)

Factor	n	Prior to Program		Completion of Program		t	p
		Mean*	SD	Mean*	SD		
Working environment.....	708	5.23	1.00	5.74	.58	-15.09	<.001
Hours and shifts.....	707	5.16	1.13	5.64	.77	-12.80	<.001
Adequate staffing.....	707	5.11	1.13	5.70	.66	-15.61	<.001
Salary.....	706	5.11	1.03	5.59	.67	-14.56	<.001
Benefits.....	709	5.10	1.09	5.55	.76	-12.39	<.001
Geographical location of institution.....	712	5.04	1.21	5.12	1.11	-2.42	.016
Opportunity to work to full potential.....	709	4.98	1.19	5.73	.61	-19.02	<.001
Type of patient care setting.....	707	4.96	1.15	5.36	.91	-12.06	<.001
Support from supervisory personnel.....	708	4.94	1.20	5.64	.71	-17.09	<.001
Good communication channels.....	708	4.89	1.19	5.70	.62	-20.27	<.001
Adequate length of time for orientation...	708	4.89	1.19	5.45	.86	-13.54	<.001
Opportunities for professional growth.....	712	4.85	1.19	5.66	.72	-18.60	<.001
Opportunity for advancement.....	705	4.80	1.19	5.70	.65	-21.28	<.001
Opportunity to work as a peer with other health team members.....	711	4.78	1.19	5.59	.68	-19.79	<.001
Type of patients admitted.....	705	4.26	1.49	4.58	1.45	-9.76	<.001
Organization of patient care.....	709	4.20	1.41	5.07	1.16	-19.77	<.001
Opportunity to participate in policy making.....	709	4.13	1.42	5.35	.90	-24.68	<.001
Preceptor/nurse internship program.....	684	4.08	1.61	4.78	1.48	-14.02	<.001
Philosophy of institution complements personal/professional philosophy.....	709	3.97	1.57	5.18	1.03	-22.69	<.001

*Key: 1 = Very unimportant 4 = Slightly important
 2 = Moderately unimportant 5 = Moderately important
 3 = Slightly unimportant 6 = Very important

3. Job Satisfaction

Table 69 lists RN graduates' rating their level of satisfaction with job related factors in their current position. The three factors providing the highest satisfaction level were quality of care provided at institutions, opportunity to work as a peer with other health team members and, the philosophy of the institution complimented personal/professional philosophy. The three factors receiving the lowest means were staffing patterns, tuition-reimbursement programs for Master's and, opportunities for promotion and advancement.

Table 69 Level of Satisfaction with Job-Related Factors in Current Positions (n=427)

Factor	n	Mean*	SD
Quality of care provided at institution.....	404	3.27	.81
Opportunity to work as a peer with other health team members.....	402	3.18	.83
Philosophy of institution complements personal/professional philosophy.....	410	3.06	.82
Organization of nursing care			
Primary care nursing.....	287	2.99	.91
Fringe benefits.....	388	2.95	.90
Support from supervisory personnel.....	412	2.92	.96
Opportunity to work to full potential.....	412	2.88	1.02
Opportunity to participate in decision-making.....	411	2.82	.98
Orientation program.....	403	2.81	.93
Continuing education/in-service programs....	402	2.79	.94
Communication channels.....	411	2.75	.96
Retirement plans.....	378	2.68	.97
Salary and compensation.....	409	2.67	.91
Organization of nursing care			
Team nursing.....	191	2.64	.92
Staffing patterns.....	397	2.58	.94
Tuition-reimbursement program for Master's..	336	2.53	1.10
Opportunity for promotion and advancement...	398	2.51	1.01

*Key: 1 = Not satisfied 3 = Satisfied
 2 = Minimally satisfied 4 = Very satisfied

C. PRACTICE ISSUES

1. Involvement in Patient Care Decisions

RN graduates reported being most frequently involved giving primary care for specific patients, in developing and implementing nursing care plans, and in making patient referrals. When comparing the frequencies of their decisions/activities before and after completion of RN programs using a matched t-test, the most significant changes occurred in the following areas: representation on interdisciplinary committees, organizing and/or conducting patient teaching classes, and working in more support areas such as admissions, medical records, and quality assurance.

2. DRG's Effect on Nursing Practice

Table 70 presents RN graduates' perceptions of the effects of prospective payment plans (DRG's) and other cost control actions on nursing practice at their place of employment. The greatest impact appears to be on the demand for home health care and community health care facilities, while the areas of education/tuition reimbursement and insurance seem to have been the least influenced. Regional differences among the RN graduates (n=427) indicated that the Midwest region has been most affected, especially in regard to an increased number of RN staff ($\chi^2[3, n=427]=10.28, p=.016$), more part-time RN staff ($\chi^2[3, n=427]=8.90, p=.031$), a reduced number of non-RN staff ($\chi^2[3, n=427]=12.29, p=.007$), and an increased emphasis on health promotion and disease prevention programs for consumers ($\chi^2[3, n=427]=12.50, p=.006$). RN graduates in the Western region reported that cost containment measures had little impact on their nursing practice.

Table 70 RN Graduates' Perceptions of the Effects of Prospective Payment Plans (DRG's) and Other Cost-Containment Measures on Nursing Practice in Their Agency (n=427)

Effect	n	%
Increase in referrals for home health care, community health care follow-up and long-term care facilities.....	288	67.4
Increase in discharge planning.....	250	58.5
Readmission of patients to acute care facilities facilities when they may have been discharged too early.....	235	55.0
Increased emphasis on health promotion/disease prevention programs for consumers.....	221	51.8
Increase in patient census for home health agencies and/or long-term care facilities.....	208	48.7
Increased need for nurses to have continuing education in political, economic, legal, and ethical fields.....	199	46.6
Increased need for nurses to participate in political forum and professional organization activities to increase nurse's power base for influencing health policy decision-making.....	174	40.7
Closing of patient care units as inpatient hospital census decreases.....	162	37.9
Reduced number of RN staff.....	127	29.7
More part-time RN staff.....	106	24.8
Reduced number of non-RN staff.....	103	24.1
Increase in direct or third party reimbursement to nurses for nursing services and/or health promotion/education services.....	99	23.2
Decrease in fringe benefits.....	65	15.2
Increased number of RN staff.....	70	16.4
Increased number of non-RN staff.....	59	13.8
Separation of the cost for nursing services apart from the routine hospitalization charges billed a patient.....	43	10.1
Insurance.....	18	4.2
Education/Tuition.....	15	3.5

D. PROFESSIONAL DEVELOPMENT

1. Career Goals

The major work settings where RN students anticipated working as a nurse in 10 years included hospitals (26%), independent practice (10%), school of nursing (9%), community health agency (8%), home health care (4%), ambulatory care (3%), and nursing home (2%). Approximately 22% of RN students were undecided. Fewer than 5% in each of the following categories were considered: ambulatory care/surgery centers, HMO's, military nursing, and nonnursing settings.

RN students anticipated working in the following nursing positions in 10 years: nursing administration (16%), clinical nurse specialist (15%), nursing education (11%), independent nurse practitioner (8%), and head nurse or assistant head nurse (6%). Less than 5% of RN students anticipated working in any of the following positions: inservice education instructor, patient care coordinator, nurse researcher, school nurse, nursing lobbyist/government liaison, consultant, nurse anesthetist, director of nursing services, and nurse midwife.

2. Educational Goals of RN Students

Of the 723 RN students reporting on their plans to pursue an advanced or graduate degree, 42% were planning a graduate degree in nursing, 17% in both nursing and a nonnursing field, and 13% in a non-nursing field. Twenty-two percent of RN students were undecided and 6% were not considering additional educational preparation.

The 301 students planning further education in nursing indicated the following areas: master's degree in nursing (93%), certified nurse practitioner (26%), doctoral degree in nursing (14%), certified nurse anesthetist (4%), psychiatric nurse therapist (5%), and certified nurse midwife (3%).

Of the 91 students considering a nonnursing advanced degree, 52% were interested in business, computers, or management; 11% in teaching/education, and fewer than 10% in the liberal arts, humanities, and the social sciences.

Thirteen percent of the RN students (n=518) said that they would begin their advanced education immediately, 29% in two to 11 months, 39% in one to two years, 14% in three to five years, and 6% were undecided. Sixty-eight percent of the RN students (n=518) anticipated enrolling part-time, 22% full-time, and 10% were undecided. The primary sources that these RN students planned to use to finance their education were personal earnings from employment (70%), employment tuition reimbursement plans (60%), scholarships or grants (47%), personal savings (46%), and student loans (27%).

3. Educational Goals of RN Graduates

Of the 456 RN graduates, 17% were enrolled in graduate programs, 7% full-time, and 10% part-time. In addition, 7% had applied to a program to begin soon and 53% RN graduates planned to enroll but had not yet applied to a program. Only 99 RN graduates (22%) said that they did not plan to pursue an advanced or graduate degree.

Of those RN graduates currently enrolled or planning to pursue an advanced graduate degree (n=348), 68% were pursuing a master's in nursing, 29% a master's in a nonnursing field, 6% would like to pursue a doctorate in nursing, and 3% desire a doctorate in a nonnursing field. Twenty-two percent of RN graduates plan to be certified in a nursing specialty.

Financial sources that the 348 RN graduates plan to use to support their advanced education included earnings from employment (62%), personal savings (51%), employer tuition reimbursement plans (50%), scholarships/grants (28%), spousal/parental support (22%), and student loans (20%).

Three hundred and ninety-nine RN graduates reported completing 11.17 mean contact hours for nursing continuing education since completing their baccalaureate nursing program.

4. Membership in Professional Organizations

Of the 456 RN graduates, 31% were members of ANA, 27% were members of a specialty nursing society, 24% were members of Sigma Theta Tau (International Nursing Honor Society), 24% were members of their alumni association, and 3% were members of NLN.

SUMMARY

The primary purpose of this project was to expand the national database on baccalaureate RN nursing education. Data were collected in a number of areas that included characteristics, funding priority and adequacy of budgets for nursing programs, characteristics of RN students, effective RN student recruitment and completion strategies, RN student professional development, faculty development, and employment status and educational goals of RN students.

This Special Report highlights the findings from all surveys including comparisons between the respondent groups. Comparisons were also made by geographic regions and school characteristics. The deans of baccalaureate programs participating in the project were representative of all schools by region of the country.

Ninety percent of responding deans perceived that funds for their program were equal to or above funding for other programs within their institutions. Sixty percent of the deans considered their current budget as moderate to very adequate.

According to data from the RN student sample data, the mean age of respondents was 36 years, 96% were female, and the majority of their children were older in age. These characteristics have implications for future recruitment of RN students. Both deans and RN students perceived the most effective recruitment strategies to be faculty and students working in clinical agencies and employment of nurse recruiters for RN nursing programs versus using a central recruiting office. Providing academic and clinical scheduling flexibility were identified as effective retention strategies by both deans and RN students of whom 89% were working during their programs. Peer support, RN-only course work, and assigning a specific faculty advisor for RNs were perceived by RN students as other important strategies to help them complete their program.

The greatest professional growth areas reported by RN students were research capabilities, confidence in academic abilities, and preparation for graduate school. Development in these areas may be particularly beneficial since 72% of the RN students indicated they planned to pursue a graduate degree. RN students perceived that there was significant development in all clinical skill areas from beginning of BSN program to completion. The greatest change in skill levels occurred in community health, gerontology, and infectious communicable care.

The reported growth in infectious communicable care skill level may be attributed to the impact of the AIDS epidemic on nursing education and clinical practice. Almost 90% of the responding deans indicated that AIDS education was being taught through integration in nursing courses.

Over 90% of the RN graduates were willing to provide direct care to patients with AIDS. Graduates were more willing to readily provide direct care if they had a previous opportunity to care for an AIDS patient.

Deans reported that full-time faculty members received an average of 3.28 days per month for professional development. Twenty percent of all faculty teaching on the baccalaureate level had a doctoral degree and 75% a master's degree.

Ninety-four percent of the 456 RN graduates were employed in an RN position, 57% were working in the same RN position as they had before completing their BSN program, and 80% were employed at an agency within 50 miles of their BSN program.

The RN Baccalaureate Nursing Data Project provided a valuable opportunity to develop a national database on the educational preparation of RN students. These findings are comprehensive and indicative of RN baccalaureate nursing programs; they represent an initial beginning and will remain relevant through an ongoing monitoring system.

SOURCES OF INFORMATION ABOUT NURSING PROGRAMS

American Association of Colleges of Nursing. (1987). Guide to Programs in Nursing in Four-Year Colleges and Universities; Baccalaureate and Graduate Programs in the United States and Canada. New York: American Council on Education, MacMillan Publishing Company.

National League for Nursing. (1985-86). Baccalaureate Education in Nursing; Key to a Professional Career in Nursing. New York: Council of Baccalaureate and Higher Degree Programs.

American Association of Colleges of Nursing. (1985 through 1987). Institutional Data System Reports. Washington, D.C.: IDS.

School Catalogues of Nursing Programs.

NOTE: Because of ongoing changes in nursing programs and the different classifications of types of RN programs, the data may vary between sources. The data reported on schools reflected what was in effect in spring 1987 (see Appendix B). Changes are likely to have occurred during the past year.

APPENDIX A

BACKGROUND ON THE GENERIC BACCALAUREATE NURSING DATA PROJECT

GENERIC BACCALAUREATE NURSING DATA PROJECT (1983 - 1986) PHASE I

The Generic Baccalaureate Nursing Data Project (GBNDP) was funded in 1983 by the Division of Nursing HRSA, HHS Special Project Grant D10 NU-20372, for a three year period to expand the national data base on generic nursing education. National surveys of deans and senior nursing students were conducted. These data provide current information to deans and faculties for administrative and academic planning. Based on the objectives of the project, the following six national surveys were conducted:

- November 1983 Deans' Survey Questionnaire (N=270)
(Response rate of 82 percent, n = 220)
- February 1984 Senior Nursing Students' Survey Questionnaire (N=960)
(Response rate of 78 percent, n = 749)
- November 1984 Deans' Survey Questionnaire (N=259)
(Response rate of 95 percent, n = 246)
- February 1985 Senior Nursing Students' Survey Questionnaire (N=845)
(Response rate of 85 percent, n = 718)
- May 1985 Follow-up Survey Questionnaire to 1984 Senior Nursing Student Participants, One Year after Graduation (N=749)
(Response rate of 58 percent, n = 432)
- October 1985 Follow-up Survey Questionnaire to 1985 Senior Nursing Student Participants, Six Months after Graduation (N=718)
(Response rate of 61 percent, n = 437)

Findings from the project were summarized in a Summary Report that is available from ERIC. To provide additional information on the project findings, four articles were published in the Journal of Professional Nursing Education during 1985 and 1986:

- Cassells, J.M., Redman, B.K. Summary Report: Generic Baccalaureate Nursing Data Project. January 1986. ERIC, 1 Dupont Circle, Suite 630, Washington, D.C. 20036.
- Redman, B.K., Cassells, J.M.: Generic baccalaureate nursing programs; description of administrative structure and student recruitment practices, Journal of Professional Nursing 1:172-181, 1985.
- Redman, B.K., Cassells, J.M., Jackson, S.S.: Generic baccalaureate nursing programs; survey of selected enrollment, administrative structure/funding; faculty teaching/practice roles and selected curriculum trends, Journal of Professional Nursing 1:369-380, 1985.
- Cassells, J.M., Redman, B.K., Jackson, S.S.: Generic baccalaureate nursing student satisfaction regarding professional and personal development pre-graduation and one year post-graduation, Journal of Professional Nursing 2:114-127, 1986.
- Cassells, J.M., Redman, B.K., Jackson, S.S.: Student choice of baccalaureate nursing programs, their perceived level of growth and development, career plans, and transition into professional practice; a replication, Journal of Professional Nursing 2:186-196, 1986.

APPENDIX B

NUMBER AND TYPE OF BACCALAUREATE PROGRAMS WITH
MASTER'S AND DOCTORAL PROGRAMS
BY REGION OF THE COUNTRY

SUMMARY OF SCHOOLS (N=611)				
REGION	NUMBER OF BSN PROGRAMS	NUMBER OF MASTER'S PROGRAMS	NUMBER OF DOCTORAL PROGRAMS	NUMBER OF MASTER'S/DOCTORAL ONLY PROGRAMS
Northeast	155	56	10	4+
Midwest	181	52	11	
South	197	61	14*	1
West	<u>73</u>	<u>34</u>	<u>8</u>	—
Total	606	203	43	5
* Two institutions share a doctoral program				
+ One institution has both a doctoral and master's program				

Key for the Index for List of Individual Institutions:

Parent Institution:

UNIV = University

L.ART = Liberal Arts Colleges

4YEAR = Four-Year College but not Liberal Arts

OTHER = Included External Degree (#) and Consortium (+)

Public/Private Institution:

PUB = Public

PR = Private Religious

PS = Private Secular

AHC = Academic Health Center School

Types of Baccalaureate Programs:

GEN = Generic-only program

G/RN = Generic program with RN students integrated

GRNS = Generic program and separate RN program but RN students take some nursing coursework/clinical with generic students

RNS = Generic program and separate RN program

RN = RN-only program

EXTE = External degree program

OTHER = RN/BSN and masters' program combined

APPENDIX B
BACCALAUREATE WITH HIGHER DEGREE PROGRAMS IN THE UNITED STATES (N=606)

NORTHEASTERN REGION

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
<u>CONNECTICUT</u>												
Central Connecticut State University	UNIV	PUB							X			
Fairfield University	UNIV	PR				X						
Quinnipiac College	L.ART	PS			X						X	
Sacred Heart University	UNIV	PR					X					
St. Joseph College	L.ART	PR			X						X	
Southern Connecticut State Univ.	UNIV	PUB			X						X	
University of Bridgeport	UNIV	PS			X							
University of Connecticut	UNIV	PUB	AHC		X						X	
University of Hartford	UNIV	PS						X				
Western Connecticut State Univ.	UNIV	PUB				X					X	
<u>DELAWARE</u>												
Delaware State College	L.ART	PUB		X								
University of Delaware	UNIV	PUB			X		X				X	
Wesley College	L.ART	PR						X				
Wilmington College	4YEAR	PS						X				
<u>DISTRICT OF COLUMBIA</u>												
American University	UNIV	PS			X							
Catholic University of America	UNIV	PR			X		X		X	X	X	X
Georgetown University	UNIV	PR	AHC		X				X	X		
Howard University	UNIV	PS	AHC		X					X		
Univ. of the District of Columbia	UNIV	PUB			X							
<u>MAINE</u>												
Framingham State College	L.ART	PUB							X		X	
Husson College/Eastern Maine	4YEAR	PS				X						
St. Joseph's College	L.ART	PR				X						
University of New England	UNIV	PS	AHC					X				
University of Southern Maine	UNIV	PUB				X					X	
University of Southern Maine-ORONO	UNIV	PUB				X						
Westbrook College	L.ART	PS				X						
<u>MASSACHUSETTS</u>												
American International College	L.ART	PS							X			
Anna Maria College	L.ART	PR							X		X	
Assumption College	L.ART	PR							X			
Atlantic Union College	L.ART	PR							X			
Boston College	UNIV	PS				X					X	
Boston University	UNIV	PS	AHC		X			X			X	X
College of Our Lady of the Elms	L.ART	PR				X						
Curry College	L.ART	PS			X							
Emanuel College	L.ART	PR						X				
Fitchburg State College	L.ART	PUB				X						
Massachusetts College of Pharmacy	4YEAR	PS							X			
Northeastern University	UNIV	PS			X				X			
Regis College	L.ART	PR							X			
Salem State College	4YEAR	PUB				X		X			X	
Simmons College	4YEAR	PS			X						X	
Southeastern Massachusetts Univ.	UNIV	PUB			X	X						
Stonehill College	4YEAR	PR						X				
University of Lowell	UNIV	PUB			X						X	
Univ. of Massachusetts-Amherst	UNIV	PUB			X						X	

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
<u>MASSACHUSETTS</u> , continued												
University of Massachusetts-Boston	UNIV	PUB			X						X	
Worcester State College	L.ART	PUB						X				
<u>NEW HAMPSHIRE</u>												
Colby-Sawyer College	L.ART	PS			X							
St. Anselm College	L.ART	PR					X					
University of New Hampshire	UNIV	PUB					X				X	
<u>NEW JERSEY</u>												
Bloomfield College	L.ART	PR			X							
Fairleigh Dickinson University	UNIV	PS			X							
Felician College	L.ART	PR						X				
Jersey City State College	4YEAR	PUB						X				
Kean College of New Jersey	L.ART	PUB					X					
Monmouth College	4YEAR	PS					X					
Rutgers, The State University-Camden	UNIV	PUB		X								
Rutgers, The State University-Newark	UNIV	PUB		X							X	
Saint Peter's College	L.ART	PR						X				
Seton Hall University	UNIV	PR				X					X	
St. Elizabeth College	L.ART	PR						X				
Stockton State College	L.ART	PUB						X				
Trenton State College	4YEAR	PUB				X						
Thomas A. Edison State College	OTHER#	PUB							X			
William Paterson College	4YEAR	PUB			X							
<u>NEW YORK</u>												
Adelphi University	UNIV	PS					X				X	X
Alfred University	UNIV	PS			X							
City College of CUNY	UNIV	PUB				X						
College of Mount Saint Vincent	L.ART	PR			X							
College of New Rochelle	4YEAR	PS			X						X	
College of Staten Island	L.ART	PUB						X				
Columbia University	UNIV	PS	AHC			X					X	
Daemen College	L.ART	PS						X				
Dominican College of Blauvelt	L.ART	PR		X								
D'Youville College	L.ART	PS		X							X	
Elmira College	L.ART	PR					X				X	
Hartwick College	L.ART	PS		X								
Herbert H. Lehman College of CUNY	L.ART	PUB		X							X	
Hunter-Bellevue School of Nursing	UNIV	PUB				X					X	
Keuka College	L.ART	PR		X								
Long Island University-Brooklyn	UNIV	PS				X						
Long Island University/Brookville	UNIV	PS						X				
Medgar Evers College of CUNY	UNIV	PUB		X								
Mercy College	L.ART	PS						X			X	
Molloy College	L.ART	PR		X								
Mt. Saint Mary College	L.ART	PR					X					
Nazareth College of Rochester	L.ART	PS						X				
New York University	UNIV	PS	AHC	X							X	X
Niagara University	UNIV	PR					X					
Pace University	UNIV	PS				X				X	X	
Roberts Wesleyan College	L.ART	PS		X								
Russell Sage College	L.ART	PS				X					X	
St. Joseph's College	L.ART	PS						X				
SUNY/Binghamton	UNIV	PUB		X							X	
SUNY/Buffalo	UNIV	PUB				X					X	X
SUNY/College at Brockport	L.ART	PUB		X								
SUNY/College at New Paltz	UNIV	PUB						X				

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
NEW YORK, continued												
SUNY/College at Plattsburgh	4YEAR	PUB			X	X						
SUNY/College of Technology-Marcy	OTHER	PUB						X				
SUNY/Health Science Center-Brooklyn	UNIV	PUB	AHC		X						X	
SUNY/Health Sciences Center-Syracuse	UNIV	PUB	AHC							X		
SUNY/Stony Brook	UNIV	PUB	AHC				X				X	
Syracuse University	UNIV	PS			X						X	
University of Rochester	UNIV	PS	AHC			X					X	X
Univ. of the State of New York	OTHER#	PS							X			
Wagner College	L.ART	PS			X						X	
York College	L.ART	PUB						X				
PENNSYLVANIA												
Albright College	L.ART	PR			X							
Allentown College St. Francis	L.ART	PR			X						X	
Bloomsburg University	UNIV	PUB				X					X	
California University of Pennsylvania	UNIV	PUB						X				
Carlow College	L.ART	PR				X	X					
Cedar Crest College	L.ART	PS				X						
Clarion State College	UNIV	PUB					X					
College Misericordia	L.ART	PR			X						X	
Duquesne University	UNIV	PR				X					X	
East Stroudsburg University	UNIV	PUB			X							
Eastern College	L.ART	PR						X				
Edinboro State College	UNIV	PUB			X						X	
Gwynedd-Mercy College	L.ART	PR						X			X	
Hahneman University	UNIV	PS	AHC					X				
Holy Family College	L.ART	PR			X							
Immaculata College	L.ART	PR						X				
Indiana University of Pennsylvania	4YEAR	PUB			X						X	
Kutztown Univ. of Pennsylvania	UNIV	PUB							X			
La Roche College	L.ART	PR						X			X	
La Salle University	UNIV	PR							X			
Lycoming College	L.ART	PR			X	X						
Mansfield University	UNIV	PUB		X								
Marywood College	L.ART	PR			X							
Messiah College	L.ART	PR		X								
Millersville University	UNIV	PUB							X			
Neumann College	L.ART	PR			X							
Pennsylvania State University	UNIV	PUB						X			X	
Saint Francis College	L.ART	PR			X							
Slippery Rock University	UNIV	PUB							X			
Temple University	UNIV	PUB	AHC		X							
Thiel College	L.ART	PR			X							
Thomas Jefferson University	UNIV	PS	AHC			X					X	
University of Pennsylvania	UNIV	PS	AHC		X						X	X
University of Pittsburgh	UNIV	PS	AHC			X					X	X
University of Scranton	UNIV	PR		X								
Villa Maria College	L.ART	PR			X						X	
Villanova University	UNIV	PR			X						X	
Waynesburg College	L.ART	PR			X							
West Chester University	UNIV	PUB			X							
Widener University	UNIV	PS			X	X					X	X
Wilkes College	L.ART	PS			X							
York College of Pennsylvania	L.ART	PS			X							

<u>INSTITUTION</u>	<u>PARENT</u>	<u>PUB/PRI</u>	<u>AHC</u>	<u>BACCALAUREATE</u>								<u>GRADUATE</u>	
				<u>GEN</u>	<u>G/RN</u>	<u>GRNS</u>	<u>RNS</u>	<u>RN</u>	<u>EXTE</u>	<u>OTHER</u>	<u>MASTERS</u>	<u>DOCTORAL</u>	
<u>RHODE ISLAND</u>													
Rhode Island College	4YEAR	PUB					X						
Salve Regina College	L.ART	PR			X								
University of Rhode Island	UNIV	PUB			X						X		X
<u>VERMONT</u>													
Castleton State College	L.ART	PUB							X				
University of Vermont	UNIV	PUB	AHC		X								
Vermont College of Norwich Univ.	UNIV	PS							X				
TOTAL BSN PROGRAMS: 155 MASTER'S TOTAL: 56 DOCTORAL TOTAL: 10													

MIDWESTERN REGION

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
<u>ILLINOIS</u>												
Aurora University	UNIV	PS				X				X	X	
Barat College and the Univ. of Health Sciences	UNIV	PR	AHC						X			
Blessing College of Nursing	4YEAR	PS			X							
Bradley University	UNIV	PS			X						X	
Chicago State University	UNIV	PUB			X							
Concordia Coll.-W. Suburban College	L.ART	PR		X								
DePaul University	UNIV	PR			X						X	
Elmhurst College	L.ART	PR			X							
Governors State University	UNIV	PUB						X			X	
Illinois Benedictine College	L.ART	PR						X				
Illinois Wesleyan University	L.ART	PR			X							
Lewis University	UNIV	PR				X					X	
Loyola University	UNIV	PR	AHC			X					X	
MacMurray College	L.ART	PR			X							
McKendree College	L.ART	PR						X				
Mennonite College of Nursing	4YEAR	PR			X							
Millikin University	L.ART	PR				X						
Northern Illinois University	UNIV	PUB			X						X	
North Park College	L.ART	PR						X				
Northwestern University	UNIV	PS	AHC		X	X					X	
Olivet Nazarene College	UNIV	PR				X						
Quincy College	L.ART	PR						X				
Rockford College	L.ART	PS							X			
Rush University	UNIV	PS	AHC		X						X	X
St. Francis Medical College	4YEAR	PR			X							
St. Xavier College	L.ART	PR				X					X	
Sangamon State University	UNIV	PUB							X			
Southern Illinois University	UNIV	PUB			X						X	
Trinity Christian College	L.ART	PR		X								
University of Illinois	UNIV	PUB	AHC			X				X	X	X
<u>INDIANA</u>												
Anderson College	L.ART	PR							X			
Ball State University	UNIV	PUB				X					X	
Bethel College	L.ART	PR							X			
DePauw University	UNIV	PR		X								
Goshen College	L.ART	PR				X						
Indiana State University	UNIV	PUB			X						X	
Indiana University	UNIV	PUB	AHC		X						X	X
Indiana University NW	UNIV	PUB			X							
Indiana Univ. - Purdue Univ.	UNIV	PUB							X			
Indiana Univ. at Southeast	UNIV	PUB			X							
Marian College	L.ART	PR							X			
Marion College	L.ART	PR				X					X	
Purdue University at Calumet	UNIV	PUB						X				
Purdue University	UNIV	PUB			X							
Saint Francis College	L.ART	PR							X			
Saint Mary's College	L.ART	PR		X								
The University of Indianapolis	UNIV	PS			X							
University of Evansville	UNIV	PR				X	X				X	
Valparaiso University	UNIV	PR			X							

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
IOWA, continued												
Coe College	4YEAR	PR			X							
Drake University	UNIV	PS						X			X	
Grand View College	4YEAR	PR				X						
Iowa Wesleyan College	L.ART	PR			X	X						
Luther College	L.ART	PR			X							
Marycrest College	L.ART	PS			X							
Morningside College	4YEAR	PR			X							
Mount Mercy College	L.ART	PR				X						
University of Dubuque	L.ART	PR						X			X	
University of Iowa	UNIV	PUB	AHC	X	X						X	
KANSAS												
Bethel College	L.ART	PR			X							
Fort Hays State University	L.ART	PUB			X							
Kansas Newman College	L.ART	PR						X				
Marymount College of Kansas	L.ART	PR			X							
Mid-America Nazarene College	L.ART	PR			X							
Pittsburg State University	UNIV	PUB			X							
Southwestern College	L.ART	PR		X								
St. Mary College	4YEAR	PR						X				
St. Mary of the Plains College	L.ART	PR			X							
The Wichita State University	UNIV	PUB				X					X	
University of Kansas	UNIV	PUB	AHC	X							X	
Washburn University of Topeka	UNIV	PUB		X								X
MICHIGAN												
Andrews University	UNIV	PR				X					X	
Eastern Michigan University	UNIV	PUB				X						
Ferris State College	L.ART	PUB						X				
Madonna College	L.ART	PR		X								
Grand Valley State College	4YEAR	PUB		X							X	
Hope/Calvin Colleges	L.ART	PR		X								
Lake Superior State University	4YEAR	PUB				X						
Mercy College of Detroit	L.ART	PR				X						
Michigan State University	UNIV	PUB	AHC	X							X	
Nazareth College in Kalamazoo	L.ART	PR				X						
Northern Michigan University	UNIV	PUB		X							X	
Oakland University	UNIV	PUB		X							X	
Saginaw Valley State College	4YEAR	PUB		X								
University of Detroit	UNIV	PUB						X				
University of Michigan	UNIV	PUB	AHC			X					X	X
Wayne State University	UNIV	PUB	AHC	X	X						X	X
MINNESOTA												
Augsburg College	L.ART	PR						X				
Benedji State University	UNIV	PUB						X				
Bethel College	L.ART	PR		X								
College of St. Benedict	L.ART	PR		X								
College of St. Scholastica	L.ART	PR		X							X	
College of St. Teresa	L.ART	PR		X								
Gustavus Adolphus College	L.ART	PR		X								
Mankato State University	UNIV	PUB		X								
Metropolitan State University	UNIV	PUB						X				
Moorhead State University	UNIV	PUB						X				
St. Olaf College	L.ART	PR		X								
The College of St. Catherine	L.ART	PR		X								
University of Minnesota	UNIV	PUB	AHC	X							X	
Winona State University	UNIV	PUB			X							X

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
MISSOURI												
Avila College	L.ART	PR				X						
Central Methodist College	L.ART	PR							X			
Central Missouri State University	L.ART	PUB							X			
Deaconess College of Nursing	4YEAR	PS	AHC						X			
Drury College	L.ART	PR			X							
Graceland College-Nursing Campus	L.ART	PR			X							
Maryville College	L.ART	PS				X						
Missouri Southern State College	L.ART	PUB							X			
Northeast Missouri State University	UNIV	PUB			X							
Research College of Nursing	4YEAR	PR		X								
Saint Louis University	UNIV	PR	AHC			X				X	X	
Southeast Missouri State University	UNIV	PUB			X							
Southwest Missouri State University	UNIV	PUB							X			
University of Missouri-Columbia	UNIV	PUB	AHC		X						X	
University of Missouri-Kansas City	UNIV	PUB	AHC						X		X	
University of Missouri-St. Louis	UNIV	PUB							X			
Webster University	UNIV	PS							X			
William Jewell College	L.ART	PR			X							
NEBRASKA												
Bishop Clarkson College of Nursing	4YEAR	PS			X							
College of Saint Mary	L.ART	PR							X			
Creighton University	UNIV	PR	AHC		X						X	
Kearney State College	L.ART	PUB				X	X					
Midland Lutheran College	L.ART	PR				X	X					
Nebraska Wesleyan University	L.ART	PR							X			
Nebraska Methodist C.O.N.	4YEAR	PR			X							
Union College	L.ART	PR			X							
University of Nebraska	UNIV	PUB	AHC		X		X				X	
NORTH DAKOTA												
Dickinson State College	L.ART	PUB							X			
Jamestown College	L.ART	PR					X					
Mary College	UNIV	PR			X						X	
Minot State College	4YEAR	PUB					X					
Tri-College University	OTHER+	PUB		X								
University of North Dakota	UNIV	PUB	AHC				X				X	
OHIO												
Ashland College	L.ART	PR							X			
Bluffton College	L.ART	PR							X			
Capital University	UNIV	PR			X							
Case Western Reserve University	UNIV	PS	AHC							X	X	X
Cedarville College	L.ART	PR			X							
Cleveland State University	UNIV	PUB			X			X				
College of Mount St. Joseph	L.ART	PR			X							
Franklin University	UNIV	PS							X			
Kent State University	UNIV	PUB			X						X	
Lourdes College	L.ART	PR							X			
Medical College of Ohio	UNIV	PUB	AHC				X				X	
Miami University	UNIV	PUB							X			
Ohio State University	UNIV	PUB	AHC				X				X	X
Ohio University	UNIV	PUB							X			
Ohio Wesleyan University	L.ART	PS		X								
Otterbein College	L.ART	PR							X			
University of Akron	UNIV	PUB					X				X	
University of Cincinnati	UNIV	PUB	AHC				X				X	
University of Steubenville	UNIV	PR			X							

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
OHIO, continued												
Ursuline College	L.ART	PR				X						
Walsh College	L.ART	PR						X				
Wright State University	UNIV	PUB				X					X	
Xavier University	L.ART	PR						X				
Youngstown State University	UNIV	PUB			X							
SOUTH DAKOTA												
Augustana College	L.ART	PR			X							
Mount Marty College	L.ART	PR	AHC		X							
South Dakota State University	UNIV	PUB				X					X	
WISCONSIN												
Alverno College	L.ART	PR						X				
Bellin College of Nursing	4YEAR	PR			X							
Cardinal Stritch College	L.ART	PR			X							
Columbia College of Nursing	4YEAR	PS			X	X						
Concordia College	L.ART	PR		X								
Edgewood College	L.ART	PR			X							
Marian College of Fond du Lac	L.ART	PR				X	X					
Marquette University	UNIV	PR				X					X	
Mount Senario	L.ART	PS						X				
Silver Lake College	L.ART	PR						X				
Univ. of Wisconsin-Eau Claire	UNIV	PUB				X					X	
Univ. of Wisconsin-Green Bay	UNIV	PUB						X				
University of Wisconsin-Madison	UNIV	PUB	AHC		X						X	X
University of Wisconsin-Milwaukee	UNIV	PUB			X						X	X
University of Wisconsin-Oshkosh	UNIV	PUB				X					X	
University of Wisconsin-Superior	UNIV	PUB						X				
Viterbo College	L.ART	PR			X							

TOTAL BSN PROGRAMS: 181 MASTER'S TOTAL: 52 DOCTORAL TOTAL: 11

SOUTHERN REGION

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
ALABAMA, continued												
Auburn University	UNIV	PUB			X							
Auburn University at Montgomery	UNIV	PUB			X							
Birmingham Southern College	L.ART	PR				X						
Jacksonville State University	UNIV	PUB				X						
Mobile College	L.ART	PR			X							
Samford University	UNIV	PR			X							
The University of Alabama	UNIV	PUB			X							
Troy State University	UNIV	PUB				X					X	
Tuskegee University	UNIV	PS			X							
University of Alabama at Birmingham	UNIV	PUB	AHC			X					X	X
University of Alabama-Huntsville	UNIV	PUB			X	X					X	
University of North Alabama	UNIV	PUB			X							
University of South Alabama	UNIV	PUB	AHC		X						X	
ARKANSAS												
Arkansas State University	UNIV	PUB			X							
Arkansas Technological University	UNIV	PUB			X							
Harding University	UNIV	PR			X							
Henderson State University	UNIV	PUB			X							
University of Arkansas at Monticello	UNIV	PUB						X				
University of Arkansas at Pine Bluff	UNIV	PUB			X							
Univ. of Arkansas for Med. Sciences	UNIV	PUB	AHC		X						X	
University of Central Arkansas	UNIV	PUB				X					X	
FLORIDA												
Barry University	UNIV	PR						X			X	
Bethune-Cookman College	L.ART	PR						X				
Florida A & M University	UNIV	PUB		X								
Florida Atlantic University	UNIV	PUB			X							
Florida International University	UNIV	PUB			X							
Florida Southern College	L.ART	PR						X				
Florida State University	UNIV	PUB			X						X	
Jacksonville University	UNIV	PS		X								
Palm Beach Atlantic College	L.ART	PR						X				
Pensacola Christian College	L.ART	PR			X							
University of Central Florida	UNIV	PUB			X							
University of Florida	UNIV	PUB	AHC			X					X	X
University of Miami	UNIV	PS	AHC				X				X	X
University of North Florida	UNIV	PUB				X						
Univ. of South Florida Med. Center	UNIV	PUB	AHC		X						X	
University of Tampa	UNIV	PS						X				
University of West Florida	UNIV	PUB						X				
GEORGIA												
Albany State College	4YEAR	PUB			X							
Armstrong State College	4YEAR	PUB			X						X	
Brenau College	L.ART	PS			X							
Columbus College	L.ART	PUB			X							
Emory University	UNIV	PR	AHC		X						X	
Georgia College	4YEAR	PUB			X	X					X	
Georgia Southern College	L.ART	PUB			X							
Georgia Southwestern College	4YEAR	PUB						X				
Georgia State University	UNIV	PUB			X						X	X
Kennesaw College	L.ART	PUB			X							
Medical College of Georgia	UNIV	PUB	AHC			X					X	X
Morris Brown College	L.ART	PR			X							

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
<u>GEORGIA, continued</u>												
North Georgia College	L.ART	PUB						X				
Valdosta State College	4YEAR	PUB			X		X				X	
<u>KENTUCKY</u>												
Bellarmino College	L.ART	PS			X						X	
Berea College	L.ART	PS			X							
Eastern Kentucky University	UNIV	PUB			X							
Kentucky Wesleyan College	L.ART	PR						X				
Murray State University	UNIV	PUB			X						X	
Northern Kentucky University	UNIV	PUB					X					
Spalding University	UNIV	PR			X		X				X	
Thomas More College	L.ART	PR			X							
University of Kentucky	UNIV	PUB	AHC			X					X	X
University of Louisville	UNIV	PUB	AHC		X						X	
Western Kentucky University	UNIV	PUB						X				
<u>LOUISIANA</u>												
Dillard University	UNIV	PR			X							
Grambling State University	UNIV	PUB			X							
Louisiana College	L.ART	PR		X								
Louisiana State Univ-Medical Center	UNIV	PUB	AHC		X						X	X
Loyola Univ. of New Orleans	UNIV	PR						X				
McNeese State University	UNIV	PUB			X	X						
Nicholls State University	UNIV	PUB			X							
Northeast Louisiana University	UNIV	PUB			X							
Northwestern State University	UNIV	PUB			X						X	
Our Lady of Holy Cross College	L.ART	PR		X								
Southeastern Louisiana University	UNIV	PUB				X						
Southern University-Baton Rouge	UNIV	PUB			X							
University of Southwestern Louisiana	UNIV	PUB			X	X			X			
<u>MARYLAND</u>												
Bowie State College	L.ART	PUB						X				
College of Notre Dame of Maryland	L.ART	PR						X				
Columbia Union College	L.ART	PR				X						
Coppin State College	L.ART	PUB			X							
Johns Hopkins University	UNIV	PS	AHC	X								
Salisbury State College	L.ART	PUB			X						X	
Towson State Univ.-Baltimore	UNIV	PUB			X							
University of Maryland-Baltimore	UNIV	PUB	AHC				X				X	X
<u>MISSISSIPPI</u>												
Alcorn State University	UNIV	PUB			X							
Delta State University	UNIV	PUB				X						
Mississippi College	L.ART	PR				X						
Mississippi Univ. for Women	UNIV	PUB			X	X					X	
University of Mississippi	UNIV	PUB	AHC			X					X	
Univ. of Southern Mississippi	UNIV	PUB			X						X	
William Carey College-Nursing Campus	L.ART	PR			X							
<u>NORTH CAROLINA</u>												
Atlantic Christian College	L.ART	PR			X							
Bennett College	L.ART	PR		X								
East Carolina University	UNIV	PUB			X						X	
Gardner-Webb College	L.ART	PR						X				
Lenoir-Rhyne College	L.ART	PR					X					
Methodist College	L.ART	PR						X				
North Carolina A&T State Univ.	UNIV	PUB				X						

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
<u>NORTH CAROLINA</u> , continued												
North Carolina Central Univ.	UNIV	PUB			X							
Queens College	L.ART	PR			X							
Univ. of North Carolina-Chapel Hill	UNIV	PUB	AHC			X					X	
Univ. of North Carolina-Charlotte	UNIV	PUB					X				X	
Univ. of North Carolina-Greensboro	UNIV	PUB			X		X				X	
Univ. of North Carolina-Wilmington	UNIV	PUB				X						
Western Carolina University	UNIV	PUB			X							
Wingate College	L.ART	PR						X				
Winston Salem State University	UNIV	PUB			X							
<u>OKLAHOMA</u>												
Central State University	UNIV	PUB			X							
East Central University	4YEAR	PUB				X						
Langston University	UNIV	PUB			X							
Northeastern State University	UNIV	PUB						X				
Northwestern Oklahoma State Univ.	UNIV	PUB			X							
Oklahoma Baptist University	L.ART	PR			X							
Oklahoma City University	UNIV	PR			X	X						
Oral Roberts University	UNIV	PR	AHC		X						X	
Southern Nazarene University	UNIV	PR				X						
Southwestern Oklahoma State Univ.	UNIV	PUB			X							
The University of Tulsa	UNIV	PS			X							
University of Oklahoma	UNIV	PUB	AHC		X						X	
<u>SOUTH CAROLINA</u>												
Bob Jones University	UNIV	PR			X							
Clemson University	UNIV	PUB			X						X	
Lander College	L.ART	PUB			X							
Medical Univ. of South Carolina	UNIV	PUB	AHC			X					X	
South Carolina State College	L.ART	PUB						X				
Univ. of South Carolina-Aiken	UNIV	PUB						X				
University of South Carolina-Columbia	UNIV	PUB					X				X	X
Univ. of South Carolina-Spartanburg	UNIV	PUB						X				
<u>TENNESSEE</u>												
Austin Peay State University	UNIV	PUB			X							
Belmont College	L.ART	PR			X							
Carson-Newman College	L.ART	PR			X							
East Tennessee State University	UNIV	PUB	AHC			X						
Memphis State University	UNIV	PUB						X				
Southern College of 7th Day Advent.	L.ART	PR						X				
Tennessee Technological Univ.	UNIV	PUB			X							
Tennessee State University	UNIV	PUB			X							
Union University	L.ART	PR						X				
University of Tennessee-Chattanooga	UNIV	PUB			X							
University of Tennessee-Knoxville	UNIV	PUB				X					X	
University of Tennessee-Memphis	UNIV	PUB	AHC		X						X	
Vanderbilt University	UNIV	PS	AHC		X						X	
<u>TEXAS</u>												
Abilene Intercollegiate School	OTHER	PR			X							
Angelo State University	UNIV	PUB						X				
Baylor University	UNIV	PR			X							
Corpus Christi State University	UNIV	PUB						X			X	
Dallas Baptist College	UNIV	PR			X							
Houston Baptist University	UNIV	PR			X							
Incarnate Word College	L.ART	PR				X					X	
Lamar University	UNIV	PUB			X							

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
TEXAS, continued												
Midwestern State University	UNIV	PUB	AHC						X			
Pan American University	UNIV	PUB							X			
Prairie View A & M University	UNIV	PUB				X						
Southwestern Adventist College	4YEAR	PR			X				X			
Stephen F. Austin State University	UNIV	PUB			X							
Texas Christian University	UNIV	PR			X							
Texas Tech University	UNIV	PUB	AHC		X							
Texas Woman's University	UNIV	PUB				X				X		X
University of Mary Hardin-Baylor	UNIV	PR			X					X		
University of Texas-Arlington	UNIV	PUB				X				X		
University of Texas-Austin	UNIV	PUB				X				X		X
University of Texas-El Paso	UNIV	PUB			X					X		
University of Texas-Galveston	UNIV	PUB	AHC			X				X		
University of Texas-Houston	UNIV	PUB	AHC		X					X		
University of Texas-San Antonio	UNIV	PUB	AHC		X		X			X		
University of Texas-Tyler	UNIV	PUB			X							
West Texas State University	UNIV	PUB			X					X		
VIRGINIA												
Averett College	L.ART	PR							X			
Christopher Newport College	L.ART	PUB							X			
Eastern Mennonite College	L.ART	PR			X							
George Mason University	UNIV	PUB			X					X		X
Hampton University	UNIV	PS			X					X		
James Madison University	UNIV	PUB		X								
Liberty University	UNIV	PR							X			
Lynchburg College	L.ART	PR				X						
Marymount University	UNIV	PR							X		X	
Norfolk State University	UNIV	PUB							X			
Old Dominion University	UNIV	PUB			X					X		
Radford University	UNIV	PUB				X	X					
Shenandoah College & Conservatory	L.ART	PR							X			
University of Virginia	UNIV	PUB	AHC		X					X		X
Virginia Commonwealth University	UNIV	PUB	AHC		X					X		
Virginia State University	UNIV	PUB							X			X
WEST VIRGINIA												
Alderson-Broaddus College	L.ART	PR			X							
Davis & Elkins College	L.ART	PR							X			
Marshall University	UNIV	PUB				X						
Salem College	L.ART	PS			X							
Shepherd College	L.ART	PUB		X								
West Liberty State College	4YEAR	PUB							X			
West Virginia Univ.-Morgantown	UNIV	PUB	AHC		X					X		
West Virginia Wesleyan College	L.ART	PR			X							
Wheeling College	L.ART	PR			X							
PUERTO RICO												
Antillian College	4YEAR	PR			X							
Caribbean University College	UNIV	PS		X								
Catholic Univ. of Puerto Rico	UNIV	PR			X					X		
InterAmerican University of P.R.	UNIV	PS				X						
University of Puerto Rico-Mayaguez	UNIV	PUB			X							
University of Puerto Rico-San Juan	UNIV	PUB	AHC		X					X		
Univ. of Puerto Rico-Humacao	UNIV	PUB			X							

WESTERN REGION

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
<u>ARIZONA</u>												
Arizona State University	UNIV	PUB			X						X	
Grand Canyon College	L.ART	PR					X					
Northern Arizona University	UNIV	PUB			X							
University of Arizona	UNIV	PUB	AHC		X						X	X
University of Phoenix	OTHER#	PS							X			
<u>ALASKA</u>												
University of Alaska	UNIV	PUB				X					X	
<u>CALIFORNIA</u>												
Azusa Pacific University	UNIV	PR			X						X	
Biola University	UNIV	PR				X						
California St. Coll-Bakersfield	UNIV	PUB			X							
California State Univ. at Chico	UNIV	PUB			X						X	
California State Univ. - Fresno	UNIV	PUB			X						X	
California State Univ., Fullerton	UNIV	PUB						X				
California State Univ., Hayward	UNIV	PUB			X							
California State Univ.-Long Beach	UNIV	PUB				X						
California State Univ.-Los Angeles	UNIV	PUB				X					X	
California State Univ.-Sacramento	UNIV	PUB			X						X	
California State Univ.-San Bernardino	UNIV	PUB						X				
California State Univ.-Stanislaus	UNIV	PUB						X				
California State Univ.-State Wide	OTHER#	PUB							X		X	
Dominican-St. Lukes	L.ART	PR			X							
Holy Names College	L.ART	PR						X				
Humboldt State University	UNIV	PUB			X							
Loma Linda University	UNIV	PR	AHC		X						X	
Mt. St. Mary's College	L.ART	PR			X							
Pacific Union College	4YEAR	PR						X				
Point Loma Nazarene College	L.ART	PR			X							
Samuel Merritt-Saint Mary's	L.ART	PR			X							
San Diego State University	UNIV	PUB			X						X	
San Francisco State Univ.	UNIV	PUB			X	X						
San Jose State University	UNIV	PUB				X					X	
Sonoma State University	UNIV	PUB						X			X	
Univ. of California-Los Angeles	UNIV	PUB	AHC		X						X	X
Univ. of California-San Francisco	UNIV	PUB	AHC					X			X	X
University of San Diego	UNIV	PR						X			X	X
University of San Francisco	UNIV	PR			X						X	
University of Southern California	UNIV	PS	AHC			X					X	
<u>COLORADO</u>												
Beth El College of Nursing	4YEAR	PUB			X							
Loretto Heights College	L.ART	PS				X	X					
Mesa College	L.ART	PUB			X				X			
Metropolitan State College	L.ART	PUB							X			
University of Colorado Health	UNIV	PUB	AHC			X					X	X
University of Northern Colorado	UNIV	PUB			X							
University of Southern Colorado	UNIV	PUB				X						
<u>HAWAII</u>												
University of Hawaii at Manoa	UNIV	PUB			X						X	
<u>IDAHO</u>												
Boise State University	UNIV	PUB							X			
Idaho State University	UNIV	PUB				X					X	
Lewis-Clark State College	L.ART	PUB							X			

INSTITUTION	PARENT	PUB/PRI	AHC	BACCALAUREATE							GRADUATE	
				GEN	G/RN	GRNS	RNS	RN	EXTE	OTHER	MASTERS	DOCTORAL
<u>MONTANA</u>												
Carroll College	L.ART	PR			X							
Montana State University	UNIV	PUB				X					X	
<u>NEVADA</u>												
University of Nevada-Reno	UNIV	PUB			X						X	
University of Nevada-Las Vegas	UNIV	PUB				X					X	
<u>NEW MEXICO</u>												
College of Santa Fe	L.ART	PR						X				
College of the Southwest	4YEAR	PS						X				
New Mexico State University	UNIV	PUB						X				
University of New Mexico	UNIV	PUB	AHC			X					X	
<u>OREGON</u>												
Linfield College	L.ART	PR				X						
Oregon Health Sciences University	UNIV	PUB	AHC			X					X	X
Southern Oregon State College	L.ART	PUB						X				
University of Portland	UNIV	PS					X				X	
Walla Walla College-Nursing Campus	L.ART	PR			X							
<u>UTAH</u>												
Brigham Young University	UNIV	PR			X						X	
University of Utah	UNIV	PUB	AHC		X						X	
Westminster College	L.ART	PS			X	X						X
<u>WASHINGTON</u>												
City University	UNIV	PS						X				
Gonzaga University	UNIV	PR						X				
Intercollegiate Center for Nursing Education	OTHER+	PUB			X						X	
Pacific Lutheran University	UNIV	PR				X						
Saint Martin's College	L.ART	PR						X				
Seattle Pacific University	UNIV	PR			X							
Seattle University	UNIV	PR				X						
University of Washington	UNIV	PUB	AHC			X					X	
Western Washington University	UNIV	PUB						X				X
<u>WYOMING</u>												
University of Wyoming	UNIV	PUB				X					X	

TOTAL BSN PROGRAM: 73 MASTER'S TOTAL: 34 DOCTORAL TOTAL: 8

ALL BSN PROGRAMS: 606 ALL MASTER'S PROGRAMS: 203 ALL DOCTORAL PROGRAMS: 43

GRADUATE ONLY PROGRAMS (N=5)

INSTITUTION	PARENT	PUB/PRI	AHC	MASTERS	DOCTORAL
Columbia University Teachers College, NY	UNIV	PS		X	X
Duke University, NC	UNIV	PS	X	X	
MGH Institute of Health Professions Graduate Program of Nursing, MA	OTHER	PS	X	X	
University of Massachusetts Medical College Graduate School of Nursing, MA	UNIV	PUB	X	X	
Yale University, CT	UNIV	PS	X	X	

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